CHAPTER II

THE USE OF PICTURE NARRATING AND TEACHING SPEAKING

This chapter presents several theories that are relevant to the study. In detail, this chapter explains about the use of picture narrating technique and teaching speaking.

2.1 Teaching Speaking in EFL Classroom

Speaking, a key to communication, is certainly needed by everyone particularly by students. The ability to communicate in a second language clearly and efficiently contributes to the success of the student in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking.

Kayi (2006) proposed that teaching speaking is to teach students to produce the English speech sounds and sound patterns; use word and sentence stress, intonation patterns and the rhythm of the second language; select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; organize their thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgments; use the language quickly and confidently with few unnatural pauses, which is called as fluency. In line with this, Harmer (2007: 344) said that teaching speaking is to teach students to develop their conversational skills as their English improves.
such as make them aware of what real conversation looks like and help them use some of the important phrases.

The single most important reason for teaching speaking is to develop oral fluency namely the ability to express oneself intelligibly, reasonably accurately and without undue hesitation (Auria et al: 2003). Therefore, Byrne (1976) argued that to meet this objective students will have to be brought from the stage where they merely imitate a model or respond to cues to the point where they can use the language to express their own ideas and feelings (processes that must to a large extent be in simultaneous operation).

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drilling or memorization of dialogues.

Speaking is the most often used skills in the classroom (Brown, 1994). It is recognized as critical for functioning in an English language context, both by teachers and primarily by students. Therefore, many language students regard speaking ability as the measure of knowing a language. These students define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. The students regard speaking as the most important skill they can acquire and assess their progress in terms of their accomplishments in spoken communication (Nation, 1997).

Speaking requires students not only have to be able to speak fluently, pronounce phonemes correctly, use appropriate stress and intonation patterns and
speak in connected speech, but also that the students have to be able to understand when, why, and in what ways to produce language ("sociolinguistic competence"). They have to be able to speak in a range of different genres and situation. In this line, Thornbury (2005) suggested various dimensions of different speaking events in order to describe different speaking genres, translational and interpersonal function. Transactional function is giving and receiving information, whereas the interpersonal function is all about maintaining and sustaining good social relationship.

Speaking has its own skills, structures, and conventions different from written language. Thus, Mulgrave (1945) considered speaking as a complex skills. He stated that speaking involves four components of the speech process: pronunciation, vocabulary, grammar, and fluency, in which those four components are commonly identified in the analysis of speech process. Besides, Brown (2001: 270-271) also presented several aspects which make speaking are difficult to be mastered. Those speaking aspects are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress – rhythm – intonation, and interaction.

Creating classroom speaking activities that will develop communicative competence, teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Teachers need to combine structured output activities, which allow for error correction and increased accuracy, with
communicative output activities that give students opportunities to practice language use more freely (Florez, 1999).

In addition, Thornbury (2005) said that classroom speaking activities should raise students’ awareness which consists of three parts: attention – where the learners need to be paying attention, noticing – more than simply paying attention, that is the learners conscious registering of the occurrence of some event or entity, and understanding – where the learners can recognize a general rule or principle or pattern.

2.1.1 Characteristics of EFL Speakers

Characteristics of EFL speakers are not the same as ESL speaker. They learn English language as a “foreign language” in which English is not widely spoken and not normally used outside the classroom. Once students leave class, they hear, speak, read, and write languages other than English. It is only used inside the classroom when learning English, for passing a test, or reading books in English. Besides, they learn English language with the teachers who come from local residents, speak the local language natively and have learned English as a foreign language — to a greater or lesser degree. English then will become something that the class talks about rather than a real vehicle for communication (Henrichsen, 2006). EFL speakers, therefore, constitute “non-acquisition environments.” Students encounter English only in the classroom, and even there they may not have much exposure to English.
In addition, Kang Shumin (2004: 205) argued that there are some reasons why speaking English is difficult for foreign language students. First, EFL students relatively poor at spoken English, especially regarding fluency, control of idiomatic expressions, and understanding of cultural pragmatics. Second, EFL students are rarely practice speaking English outside the classroom. Third, EFL students usually do not know how to pick up non-verbal cues. As a result, ignorance of the non-verbal message often leads to misunderstanding. The last, affective factors related to EFL students such as human anxiety, which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension (Brown, 1994), leads to discouragement and general sense of failure. The sensitivity of adult students to making mistakes, or fear of “losing face,” has been the explanation for their inability to speak English without hesitation.

2.2 Picture Narrating Technique: Features and Functions

Pictures are on all sides of our everyday life. They are one of the most media discussed and enjoyed generally by people everywhere. They are as one way to show how communication is achieved through the sign and symbol (Nodelman: 2003). They are used to help people cope with memory, language, or speech deficiencies (Graber et al: 2006). Furthermore, Graham (2007) explained that pictures show emotions through narrative conventions and literacy competences, such as: themes, characters, settings and story; how the pictures teach the readers to react to these emotions and have the ability to interpret the story further.
While to narrate is to tell a story in detail (Oxford Advanced Learner’s Dictionary); it may be the story from someone’s point of view (as a fictive entity) or from the point of view of one of the characters in the story. The act, process or skill of telling the particulars of a story is referred to narrative (Scott Infanger: 2001). It is a story which is created in a constructive format (as a work of speech, writing, song, film, television, video games, in photography or theatre) that describes a sequence of fictional or non-fictional events.

In the teaching and learning process, the picture can be used as learning media. As the media, it provides many benefits and gives real impression to the students. It can be the media for comprehension of learning topic; besides it can stimulate speaking activities (Supardjo and Andayani, 2003: 45). While narrative shows how well the students can recount a sequence of events, usually in one time frame, either present or past. Most often, the tasks are based on picture sequences, where the content of the pictures guides what will be said. The alternative would be to ask students to tell something that happened to them.

The use of picture and narrative in the teaching and learning process can be the technique for teaching speaking. This technique is called picture narrating technique. Kayi (2006) said that picture narrating is an activity based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.
Picture narrating is similar to picture story. The difference between those techniques is in the use of rubric. Rubric is used in picture narrating technique while it is not used in picture story. Rubric is defined as the structure of an assessment and provides instructions to participants about what they should do (Bachman and Palmer, 1996: 50). The characteristics of rubric include: the structure of the test; how the test itself is organized, instructions, duration of the test as a whole and the individual tasks, and how the language that is used will be evaluated, or scored.

2.2.1 Phases in Implementing Picture Narrating Technique

There are some steps in picture narrating technique. Nation and Newton (2009) elaborate three steps in implementing picture narrating technique either about what actions each of these steps require from teacher or students. They are as following: (1) Providing prior experience, (2) Providing guidance during speaking, and (3) Working in groups to support speaking.

1. Providing Prior Experience

This phase is similar to pre-teaching activity. This phase is aimed to stimulate teaching and learning process by exploring students’ experiences and asking students to relate new information to known information and to then make personal associations. This phase can be done by introducing the material that will be given and asking some questions and students’ experiences related to the material.
2. Providing Guidance During Speaking

After the students enroll the first phase, they are guided to know more about the material. This can be done through showing the picture sequences, explaining the material using picture sequences and finally telling what the students should do with the picture sequences. Showing the picture sequences is intended to make the students familiar with the pictures and to find out whether they understand with the pictures or not. Explaining the material will cover students’ hesitation about the picture until they could follow teacher’s instruction, such as compiling jumble sentences, making sentences, organizing story using the pictures and telling the story based on the pictures.

3. Working in Groups to Support Speaking

The last phase is working in groups. Working in groups can be used to increase the amount of time that learners get to speak in the target language during lessons (Nunan, 2003: 55). Working in groups also can be used to generate interactive language, to offers an embracing affective climate and to promote students’ responsibility and autonomy (Brown, 2001: 178). In this phase, the students can work in groups of two or more, discuss the tasks given and then share the tasks with other groups.

2.2.2 Advantages and Limitations of Picture Narrating Technique

There are some advantages why picture narrating is suggested to be used in teaching speaking. Goodman (2008) propounded three advantages of using
picture narrating technique. First, picture narrating provides cues, prompts, situations and non-verbal aid for communication. Therefore, it can develop students’ understanding of oral communication, and the use of spoken story language; rhyme and repetition; narrative patterns, conventions and structures, etc. In addition, it can appeal to visual students who may suffer in a speaking classroom. It also offer an opportunity for movement and a multi-dimensional perspective which will reach student’s kinesthetic intelligence. Students from elementary level to advanced level can all benefit from using pictures in speaking activities.

Second, picture narrating helps students with organizing and remembering information. It helps students retain concepts because it uses picture which consists both visual and spatial. Investigation shows that communication is enhanced by pictures, especially realistic pictures. Danielsson suggested that using pictures for communication can lead significant improvements to learning. The more students see, the more they must able to imagine. And the more students add in their imaginations, the more they must think they see (Lessing, p. 19).

The last, picture narrating expands students’ writing and listening skill. It presents an opportunity to experience, respond to and participate in live performance; develops social cohesion through shared experience.

In another side, the main drawback of using picture narrating is that it may take some time to implement (Woodhouse, 2008). Picture narrating may require teachers’ thoughts to be represented symbolically; sometimes the teachers find difficulties in getting picture sequences which appropriate with the students’
2.3 Picture Narrating in Teaching Speaking

In teaching speaking language, Speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. Teachers then have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom and the testing room.

It is important to give the students a variety of speaking activities so that they will be able to cope with different situations in reality. Variety also helps keep motivation high. One of the activities is called picture narrating. Picture narrating is one of test-based task material, in which written or picture-based materials are given to the students during a speaking assessment to provide contents, outlines or starting points for the test discourse. Task material is important because they provide a way for the test designers to guide the talk during the test.

In conducting picture narrating technique, there are some backwards needed to be taken as consideration for teachers. First one is that teachers should provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge. Second, teachers should try to involve each
student in every speaking activity; for this aim, practice different ways of student participation. Third, teachers should provide the vocabulary beforehand that students need in speaking activities. Forth, teachers should reduce their speaking time in class while increasing student speaking time. Fifth, teachers should step back and observe students; circulate around classroom to ensure that students are on the right track and see whether they need help while they work in groups or pairs, diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language. And finally, teachers should indicate positive signs when commenting on a student's response.

In conclusion, picture narrating technique can contribute a great deal to students in developing basic interactive skills necessary for life. The activities make students more active in the learning process and at the same time make their learning more meaningful and fun. To achieve these benefits, teachers should ensure that students understand the principle behind picture narrating technique and recognize that they are participating in an effective learning process. The following is an example of the teaching procedures based on picture narrating stages that have been explained in page eleven.
Table 2.1
Example of Teaching Speaking Using Picture Narrating Technique

<table>
<thead>
<tr>
<th>Phases</th>
<th>Teaching and Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing prior experience</td>
<td>✓ Introduce students to the material using pictures</td>
</tr>
<tr>
<td></td>
<td>✓ Asking students some questions related to the material</td>
</tr>
<tr>
<td></td>
<td>✓ Asking students previous experiences related to the material</td>
</tr>
<tr>
<td></td>
<td>✓ Providing prereading exercises about the material</td>
</tr>
<tr>
<td>Providing guidance during speaking</td>
<td>✓ Showing the picture sequences</td>
</tr>
<tr>
<td></td>
<td>✓ Explaining the material</td>
</tr>
<tr>
<td></td>
<td>✓ Familiarizing them with the activities</td>
</tr>
<tr>
<td>Working in groups to support speaking</td>
<td>✓ Asking students to work in group of two or more to do some activities</td>
</tr>
<tr>
<td></td>
<td>✓ Asking students to discuss the activities in group and then share it to the class</td>
</tr>
</tbody>
</table>