

USING VISUAL MEDIA IN TEACHING SPEAKING

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Abstract

Speaking is considered the most important skill of language especially English because having ability to speak is one of the evidence that someone has good proficiency of the language itself. Therefore, it is very urgent to teach speaking to the students in order that they master it well. To teach speaking, the teacher must design learning activities as well as possible and it also must be supported by various teaching media especially visual media such as pictures, realia, television etc. in order that learning activities is more various, interesting and motivates students to participate actively. The presence of visual media presents different learning experience which can stimulate students to think creatively so that they always get new idea to express when they want to speak. Therefore, the more various the teacher uses the media, the better learning objectives students achieve.

Keywords: *visual media, teaching speaking*

Introduction

English has four skills; listening, speaking, reading and writing and three components; vocabulary, grammar and pronunciation. The four skills and three components ideally must be taught integratedly by the teacher in the school in order that the students have good English proficiency either written or spoken language. But for most learners, speaking is the most important one to be learnt and mastered because they want to employ English as a tool for more global communication. Mastering the art of speaking is the single most important aspects of learning a second language, and

success is measured in term of the ability to carry out a conversation in the language.¹ It is clear that speaking should be paid more attention in teaching English in the school in order that the students are able to speak English actively.

However, in speaking a speaker does not only articulate some words but there are some elements which are involved in it. They involve three areas of knowledge as follows: 1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words

¹David Nunan, *Second Language Teaching & Learning* (Canada: Heinle & Heinle Publisher, 1999), hlm.39.

in the right order with the correct pronunciation 2) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building) and 3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. Besides, they must have something to say in their minds.

Therefore, teaching speaking does not only teach students to produce spoken words to express their feeling, idea and mind but also to make students active in negotiating meaning using social knowledge of the situation and the topic. Speaking refers to the ability to speak effectively in different context to give information, to express idea and feeling, as well as to build social relationship in the form of activity which is various, natural, interactive and interesting.²

On the other hand, teaching speaking to the students is

complicated and great challenge to do because ,for Indonesian English learners, there are some difficulties. Some of them are they must always memorize new vocabularies, how to pronounce the words, use the grammar correctly and accurately, express their idea coherently, and how to eliminate their anxiety. Besides, some students have not been able to think something abstract to get the idea to express something if they want to speak so that it makes them not actively participate in learning activity especially in speaking class.

However, there are still some ways the English teacher can do to tackle the problems discussed above in presenting English teaching especially teaching speaking to the students in the classroom. One of them is by using visual media which are suitable with the methods and techniques to be used and lesson to be delivered in the classroom. Learning material must be designed as well as possible so that it can accommodate many types of learners, learning style, and not only shows teaching style. One of the effective methods to reach it is through the use of many kinds of media especially

² Departemen Pendidikan Nasional, 2006.
Kurikulum Tingkat Satuan Pendidikan SMP
(Jakarta:
Departemen Pendidikan Nasional)

visual media which are suitable with learners' learning style.³

Discussion

Definition of Media

Teaching media are tools which are provided and brought into classroom by a teacher to facilitate teaching-learning process. Teaching media are all physical devices which can present message and stimulate students to learn.⁴ Thus, teaching media are expected to help teacher present the lesson more clearly and interesting to be followed by the students. Instructional media as the physical means by which instruction is delivered to students. Thus, the definition of media includes all of the traditional means of delivering instruction (including teachers, chalkboard, textbooks and other print materials), as well as the newer instructional media such as computers, CDROOM, interactive video and multimedia systems.⁵

From the discussion above, it can be concluded that media are

everything that can help teacher to deliver the lesson (message) to the students (receivers) to make the lesson clearer and easier to understand and absorb by the students so that they get more zealous to participate in learning activity. To discuss in detail the roles and functions of teaching media, it is presented in the next sessions.

Functions of Media

The presence and availability of teaching media are expected to help teacher and students to solve learning obstacles. Media have four functions. They are as follows;

1) Media can attract students' attention more so that it can stimulate learning motivation..2) Media can make subject matter clearer and more meaningful so that it is easily understood by the students and enable them to master the expected competence better.3) It can make learning method more various not merely verbal communications through teacher's words so that students does not get bored and the teacher does not run out of energy.4) Media can make students do more learning activities because they do not only listen to teacher's explanation but also have other activities such as

³ Neken Ariani & Dany Haryanto, *Pembelajaran Multimedia di Sekolah* (Jakarta: Prestasi pustaka, 2010), hlm.55.

⁴ Rahardjito. Haryono, Anung. Rahardjo, R. dan Arief, S. Sadiman, *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya* (Jakarta: PT Raja Grafindo Persada, 2008), hlm.36

⁵ Robert A Reiser, *Instructional Planning: A Guide For Teacher*, (USA: Library of Congress Catalog-in Publication Data, 1996), hlm.68.

observing, demonstrating and so forth.⁶

Media are aid tools which are necessary for English learning. Media can be used to help to simplify learning process of language and perfect it, reduce the use of mother tongue or first language, arouse students' learning motivation and interest, explain new concept in order that students can understand without difficulties and misunderstanding, equalize perception; moreover the new concept has ambiguity, improve English learning quality and make learning process more interesting and interactive.⁷

Kinds of English Teaching Media

In educational technology definition, media as learning resource is a component from instructional system besides message, person, background technique and tool. In English language teaching as foreign language, media is very necessary to use for some reasons. Instructional media helps teacher in teaching-learning process and arranging the

time well. The availability of media in the class will influence students' learning spirit where the selection of appropriate media is available to improve students' ability in speaking. The following are three types of language teaching media.

Visual Media

Visual aid in visual instructional concept is every picture, model, object, or other tools which give real visual experience to the students. The visual aids aim at a) introduce, form, enrich, and clarify comprehension or abstract concept to the students b) develop desired behavior and c) support students' more continuous activity.⁸ So, basically, visual media in learning is everything can be seen by eyes and brought into class room as visual teaching media to support learning process run well.

There are four types of visual media. They are printed media, realia, overhead transparency and LCD projector.

a. Printed Media

The making process of these is through printing process. These media include English text books, magazines, newspapers, journal,

⁶ Universitas PGRI Adi Buana Surabaya, *Pendidikan dan Latihan Profesi Guru (PLPG) Kuota 2010* (Surabaya: Kementrian Agama, 2010), hlm.4.

⁷ Kasihani K.E Suyanto *English for Young Learners* (Jakarta: Bumi Aksara, 2007), hlm.100.

⁸ Nana Sujana & Ahmad Rivai, *Teknologi Pengajaran* (Bandung: Sinar Baru Algesindo, 2009), hlm.57.

bulletins, and dictionary. The use of these media in teaching English is necessary and meaningful because it can help learners to get more knowledge and information through reading widely, and provide more enjoyment from various sources of facts.

Besides, there are also other kinds of printed media. They are graphic media. These media are in the forms of photographs, graphics, pictures, maps, models, game, puzzle, wall charts, comic script, flash card or cue card, brochure, poster, etc.

b. Realia

Realia are real objects which can be brought into the classroom as teaching media. So, Realia is a real or imitative object brought into classroom as visual teaching media.⁹ There many kinds of realia. Some of them are as follows: Big calendar, puzzle or game, menu of restaurant, big map or globe and hand-puppet.

c. Overhead transparency (OHT) and LCD projector

The uses of these media enable a teacher to write or describe or explain something to the students. In English learning, these media can be used to present video and pictures.

Audio Media

Audio media is instructional media that have function to help students' learning through produced voice. Audio media are the media of which the contents are recorded and can be heard.¹⁰ By the produced voice, students can identify the intonation and pronunciation without live presence of native speakers. These media include radio, tape recorder, audio compact disc, MP3, MP4 etc.

Audio-visual Media

Audio-visual are the media which can be seen and heard such as television and film.¹¹ Audio-visual presents complete communicative situation. The students can be easy to understand the facial impressions, gestures, physical background shown and learning becomes closer to real life situation. It is very important to preview any program and assess its worth to class situation, time, and its content value and how to operate it more effectively to benefit all children in learning the content. These media include film, TV program recorded both picture and voice on video CD.

⁹ Spratt, *The teaching Knowledge Test* (New York : Cambridge University Press, 2008), hlm.120.

¹⁰ Suyanto, *Young Learner*, hlm.100

¹¹ Ibid.

To use the media mentioned above, it is important for the teacher to select appropriate media available and interrelates the components to the curriculum because each media above has their respective strength and weakness in using them.

How to Choose the Instructional Media?

It is unquestionable any more about the importance of the presence of instructional media in the classroom when the teacher are presenting a lesson to make the lesson or material being taught clearer, easier and more interesting. But, before deciding to choose the instructional media to be employed, the teacher must be really selective and considered some factors. There are three factors which should be paid more attention by the teacher before choosing the instructional media. They are 1) Practicality. To provide and prepare the instructional media, sometimes the teacher encountered difficulties so that the teacher should think and look for the practical media which are easily available in the school or in a shop if he/ she wants to buy them. Besides, the teacher should the practicality to bring and to use them 2) students' characteristics. The students in the classroom are different so that it is

important for the teacher to consider whether or not the media to be used are appropriate in light of the characteristics of the students' characteristic and 3) instructional activities. Many kinds of instructional activities which could be designed by the teacher in order not to make students bored in following the activities. Therefore, different activities must be aided by different instructional media in order that the activities are varied and interesting to follow.¹²

The Principles for Teaching Speaking English

In the process of teaching speaking, it is very necessary to follow some principles in order that the lesson or material which is being taught is easier to understand and more interesting to follow. There are some principles for teaching speaking English as follows:

First, focus on both fluency and accuracy, depending on the objective. In teaching speaking, a teacher should not only teach students how they can speak English fluently but also the teacher should teach them the way they arrange good sentences, pronounce the words correctly, choose appropriate words

¹² Reiser, *A Guide For Teacher*, hlm.69.

and expressions. Those can be done step by step depend on the objectives which are wanted to be attained by the teacher.

Second, provide intrinsically motivating techniques. A teacher is expected to plan learning activities which use techniques to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be". It is meant to make students can get benefit from them and know the reasons they do those activities.

Third, encourage the use of authentic language in meaningful contexts. It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do say, disconnected little grammar exercises where go around the room calling on students one by one it pick the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of storehouse of teacher resource material it can be done. Even drills can be structured to provide a sense of authenticity.

Fourth, provide appropriate feedback and correction. In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. It is important that

the teacher take advantage of his/ her knowledge of English to give the kinds of corrective feedback that are appropriate for the moment. Feedback on students' errors is very important because it can help them not to do the same errors next.

Fifth, capitalize on the natural link between speaking and listening. Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

Sixth, give student opportunities to initiate oral communication. A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask question, give direction, and provide information, and students have been conditioned only to "speak when spoken to" part of oral communication competence is the ability to initiate conversations, nominate topics, to ask questions, to control conversations, and to change the subject. As you design and use speaking techniques, ask yourself if

you have allowed students to initiate language.

Seventh, encourage the development of speaking strategies. The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. The classroom can be one in which students became aware of, and have a chance practice, such strategies as asking for clarification (*what*), asking someone to repeat something (*hub? Excuse me?*), using fillers (*Uh, I mean, well*) in order to gain time to process, using conversation maintenance cues (*Uh huh, right. Yeah. Okay, Hm*), getting someone's attention (*Hey; say, so*), using paraphrases for structures one can't produce, using mime and nonverbal expressions to convey meaning etc.¹³

Basically, teaching of speaking should be oriented to practice the student able to speak. This principle is expected to be the main reference in planning and implementing the activity

¹³ Brown, H. Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy* (3rd Eds) (United States: Pearson Longman, 2007), hlm.331.

of speaking. Besides, the other principles that need attention is how teaching of speaking is managed, thus teachings of speaking will succeed as we expect.

Types of Classroom Speaking Performance

In the classroom, a teacher must design many kinds of classroom speaking performance to be done by students. There are some types of classroom speaking performance as follows:

First, imitative. Learners especially beginners need model or examples in order that they can imitate the way to pronounce the words accurately or express sentences with correct stress and intonation. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

Second, Intensive. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological aspect of language. Intensive speaking can self-initiated, or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

Third, responsive. A good deal of student speech in the classroom is responsive: short replies to teacher – or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues such speech can be meaningful and authentic.

Fourth, transactional (dialogue). Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiative nature to them than does responsive speech.

Fifth, interpersonal (dialogue). The other form of conversation is interpersonal dialogue. It is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of these factors; a casual register, colloquial language, emotionally charged language, slang, ellipsis and sarcasm. Learners would need to learn how much feature as the relationship between interlocutors.

Sixth, extensive (monologue). Finally, students at intermediate to advanced level are called on to give extended monologues in the form of

oral report, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.¹⁴

Classroom Speaking Activities

Speaking class is expected to be not monotonous in order that the students with different learning styles and strategies can have the same chance to participate in learning activities. There are some classroom activities as follows:

First, acting from a script. In this activity, students are asked to act out scenes or play from play or their course books. There are two kinds of acting from a script namely play scripts; students should consider it as real acting and the teacher as if he was a theatre director and acting out dialog; students come out to the front of the class to play a role based on the dialog which has been written by them.

Second, communication games. There a lot of kinds of them such as information- gap games; one student has to talk to a partner in order to solve a puzzle, guessing description etc. that can be used in speaking class to make students enjoy learning.

¹⁴ Ibid.327.

Third, discussion. At this stage, the students are divided into some groups. Then the teacher can provide a topic to be discussed by students as unplanned or planned discussion. There five kinds of discussions. 1) Buzz Groups: this activity is designed to make students predict the content of a reading text or make them talk about their reactions to it after they have read it and make them discuss what should be included in a news broadcast or have a quick conversation about the right kind of music for a wedding or a party 2) instant comment: at this stage, the teacher shows students 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 formal debate, students prepare arguments of the topic which has been determined. In order for debates to be successful, students need to be given time to plan their arguments, often in groups. It is also a good idea to allow students to practice their speeches in their groups first. This will allow them to get a feel for what they are going to say 4) unplanned discussion: students can also be trained to unplanned discussions just happen in the middle of the lessons; they are unprepared for by the teacher, but, if encouraged,

can provide some of the most enjoyable and productive speaking in language classes. Their success will depend much upon teacher's ability to prompt and encourage 5) reaching a consensus: one of the best way of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternative.

Fourth, prepared talk. For this activity, students find their own partner and make a presentation on a topic of their own choice. This talk should not be informal spontaneous conversation because they have prepared it.

Fifth, questionnaire. Questionnaires are very useful for speaking class because both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate.

Sixth, simulation and role play. Many students derive a great benefit from simulation and role play. Students simulate a real-life encounter (such as a business meeting, an interview or a conversation in a shop etc.) as if they were doing in a real-life.¹⁵

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching* (Longman: Pearson Education. (2007), hlm.348.

Conclusion

Teaching speaking should be oriented to give students chance to practice it so that they can achieve good proficiency in speaking, but for most students speaking is a complicated skill because it involves some aspects of language. As mentioned above that speaking involves mechanics (pronunciation, grammar, and vocabulary), functions (transaction and interaction), social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants). Besides, they must also have knowledge and insight of the world to get the idea, self confidence, and bravery. A teacher is demanded to be more creative to design learning activities in order to be able to help students participate actively and achieve learning objectives. To do this well, the teacher should use appropriate teaching media, in this case visual such as realia, picture, TV, LCD etc. Visual media in teaching speaking can create more interesting and various learning activities. By using visual media, the

students do not only listen to the teacher but also observe and demonstrate so that it can fulfill students' need with different need and background. Thus, teaching speaking will be more successful if the teacher always uses teaching media especially visual media in every teaching - learning activity.

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