

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

2.1 The Concept of Teaching Speaking

2.1.1 The Definition of Teaching Speaking

Speaking is important, because people use their speaking skill to communicate with each other. Brown (2004: 115) mentions speaking is an oral interaction where participants need to negotiate the meaning of ideas, feelings and information. In this case, the listener must understand the relationship between the ideas presented. Torky (2006: 33) also mentions the definition of speaking. It is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, opened, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified.

Based on the theory above, speaking is the important part of the communication. We need to improve our skill in speaking for communicating and getting or giving information for other.

2.1.2 Components of Speaking

According to Harmer (2007: 343) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has some important components, there are:

1. Grammar

Grammar is a set of rules which describe how we use a language. The aim of grammar is also to learn the correct way to gain expertise in language in oral written forms. Therefore, grammar is needed for students to arrange a correct sentence in conversation.

2. Vocabulary

The other component which is important is vocabulary. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express his/ her ideas in both oral and written forms.

3. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

5. Comprehension.

Comprehension also is the one components of speaking. Comprehension is the mind, act power of understanding exercise aimed in improving is testing ones.

There are five components of speaking that must be paid attention by the students if they want to speak well. They are grammar, vocabulary, pronunciation, fluency and comprehension.

2.1.3 Teaching Speaking

In teaching speaking, appropriate teaching methods and techniques should be applied. Brown (2001:14) cited in Silva (2013: 18) defines a teaching method as a step-by-step and generalized set of classroom specifications for accomplishing linguistic objectives. Meanwhile, techniques are any of a wide variety of activities, exercises or tasks used in the classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied in teaching speaking. Students learn English in order to communicate in English fluently, accurately and appropriately in their everyday life.

Speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Nunan (2003: 54) mention there are five principles for teaching speaking. The principles are:

1. Be aware of the differences between second language and foreign language learning contexts: speaking is learned in two board contexts, foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context.

Learning speaking skill is very challenging for students in FL context, because they have very few opportunities to use the target language outside the classroom.

2. Give students practice with both fluency and accuracy: Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.
3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talks: pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.
4. Plan speaking task that involves negotiation for meaning: it involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning/by asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.
5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking: interactional speech is communicating with someone for social purpose. Transactional speech involves communicating.

Based on the explanation above, teaching speaking is one of the important skills in learning process of English class. To improve the students' speaking, the teacher must create an interesting method in teaching, so the students will be interested in learning. If the students interested in learning, they will be actively involved during the class, because teaching speaking could not be done successfully without a good collaboration between the teacher and the students.

2.1.4 Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 271-274) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a) Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach as real acting. The role of the teacher in this activity is as 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 language producing activities. In 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 in the process.

b) Communication games

Games are designed to provoke communication between students. The games are made based on the 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 pictures.

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. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. The second is instant comments which can train students to respond fluently and immediately are 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. The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when 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.

d) Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

e) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource and help them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f) Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or train students for specific situations. The students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that relates to the topic and objective of the lesson. Beside, they must consider the situation, the condition of the students and also the materials that will be taught. For example, the teachers can use discussion activities when they teach in speaking skills class. The students are allowed to express their real opinions. The students are also expected to predict the content of a reading text, or

talk about their reactions after reading the text. In discussion, the teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the alternative to trigger how far students can speak, say and express their feeling in English.

Based on six activities in classroom speaking, the researcher wants to adopt several activities to help her in teaching speaking. There are communication games, discussion and prepare talk. The activities are chosen based on what the teachers need in the class. In communication games, the teacher gives games to stimulate communication atmosphere between students. Games are made based on the principle of the materials. In the control class, students have to talk to partner in order. They put pictures in the right order. In experiment class, the students have to listen to the video that played and skip by teacher. Then the students guess what the next video provide about. The communication games stimulate students to active in the class. Other activities are discussion and prepare talk. They will discuss and analysis about what the picture or the video talking about. After that, the students will retell about what the picture and the video talking about with their own language. The students are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

2.2 Media in Teaching

2.2.1 The Definition of Media in Teaching

Beside teacher, methods, techniques, and materials, media are one of the important elements in the teaching and learning process. It can help students to think or understand the materials and relate their previous knowledge to the lesson they are learning. In teaching and learning process using media is necessary to improve students' motivation and enjoyment in learning the language.

Generally there are three kinds of media. They are visual (e.g. picture), auditory (e.g. songs) and audio visual (e.g. video cassettes). Leshin et al. (1992) in Arsyad (2002) mention five types of media. Those media are:

1. Human-based media which include teachers, instructors, tutors, role plays, group activities, and field trips
2. Print-based media which include books, guidelines, workbooks, assisted tool activities, and handouts
3. Visual-based media which include books, assisted-tool activities, charts, graphics, maps, transparencies, and slides
4. Audiovisual-based media, which include videos, films, slide-tape programs, and televise
5. Computer-based media which include CLA, interactive videos, and hypertext.

Teaching aids are useful to be used in teaching and learning process as it is used to explain language meaning and constructions, to engage students in a topic, or as the basis of the whole activity (Harmer, 2004:134-136). In addition, Harmer

mentions some media which can be used to support the teaching and learning process, such as pictures and images, overhead projector, board, bits and pieces, language laboratory, and computer.

Sugeng (2010:159-164) states that certain types of media are frequently used in schools. They are printed media, still media, audio media, visual media, audio-visual media, real object media, and simulated media.

Similar to Sugeng, Gallis (2014: 43) classifies the media to teach into six general categories, such as still picture, audio recording, motion picture, TV, real things, simulation, and model. Still Picture consists of photographs or any object or events, which may be larger or smaller than the object or event it represents. In audio recording media, the recording is made on magnetic tape, disc, motion picture, and soundtrack. They are reproductions of actual event or soundtrack. Unlike still picture, a motion picture is a moving image in color or black and white produced from live action or from graphic representation. While, TV includes all types of Audio Video electronic distribution system which eventually appear on TV monitor. The last is real things, simulation, and model. They include people, events, objects, and demonstration real things as constructed with other media.

Based on the explanations, teaching media is any supporting materials, tools, equipment, or techniques used to facilitate the student' learning and to enable them to acquire the knowledge or understand the contents of the teaching easily. In this study the researcher choose two of media, there are audio-visual (video) and visual (picture).

2.2.2 Video

2.2.2.1 Definition of Video

Richards and Renandya (2002: 364) say that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for viewing experience, focusing on students' attention to the content, playing and replaying the video as needed, designing or selecting the tasks, and follow up with suitable post viewing activities. According to Harmer (2001), a video is not only a great aid to see language in- use such as comprehension since students are able to see general meanings 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' is when inviting someone out or how Americans speak to waiters. He also adds that a video has the power of creation. The students are able to create something memorable and enjoyable when the teacher lets the students use video cameras themselves. Finally, the students mostly show an increased level of interest when they have a chance to see language in use as well as hear it.

2.2.2.2 Types of Video

Harmer (2001: 284) states there are three basic types of video which can readily be used in class.

- 1) Off-air program

Off-air program is a program recorded from a television. It should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too.

2) Real-world video

The teachers should not use separately published videotape material such as feature of films, exercise manuals, wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again, teachers need to make their choice based on how engaging and comprehensible the extract is likely to be.

3) Language learning videos

It means that the videos are prepared to accompany course books. The advantage is that they have been designed with students at a particular level in mind. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi-use since they can not only be used for language study but also for a number of other activities as well.

For the types of video, in this study the off-air program video is chosen by the researcher, because this type is more easy to understand by students.

2.2.2.3 The Advantages of Using Video in Teaching and Learning Process

The use of videos in the teaching and learning process has the advantages of presenting abstract ideas in realistic concepts. Beside, 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 videos of their own performance or feedback and improvement. Teachers play a key role in the success or failure of any videos used in the language classroom.

According to Alessi (2001: 538), a video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best captured by video. Video here has also been included for motivational reason.

Moreover, Harmer (2001: 284) also states that there are some advantages in using videos in the teaching and learning process:

- 1) Seeing language-in-use

The students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.

- 2) Cross-cultural awareness

Students look at situations beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.

- 3) The power of creation

Students use video cameras themselves they are given the potential to create something memorable and enjoyable.

4) Motivation

Most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks. It is clear from the explanation above that videos have many advantages. Videos can support the teaching learning process. The students can learn language by not only listening how native speakers pronounce some words but also observing their facial expressions. They can also learn about culture from other countries what other people in other countries wear, eat, and much more.

2.2.2.4 Criteria in Selecting Video

There are some criteria in selecting videos as proposed by Stempleski (1992) cited in Muhammad (2014: 25)

1) Inspiration, motivation, and interest

A video should give inspiration, motivation, and build students' interest in learning.

2) Content

The teacher should make sure that the videos are suitable with the instructional goal and culturally appropriate for the students.

3) Clarity of Message

The teacher should make sure that the instructional message is clear to the students. For the teacher, it will be a great attempt to prepare the students to understand what they are going to watch.

4) The pace

The teacher needs to make sure that the pace of the videos should be suitable with the students' proficiency level.

Based on the explanations above, it is important for the teachers to select the videos, relate the videos to students' needs, promote active viewing, and integrate the videos with other areas of the language curriculum. Videos have advantages of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication. They can be improved or destroyed by the way in which the teachers introduce the video and the activities which the students carry out.

2.2.2.5 The Use of Video in Teaching and Learning Process

As stated by Paul (2000: 163), the effective use of video requires knowledge and planning. Video sessions can easily become lessons in which teachers switch the video on. Instead of being fun and useful, they can be motivating, frustrating, or boring for the students. Simple switching the video on and letting, or making the students watch and listen is seldom either useful or enjoyable. However, only a little of all the materials which are available will be suitable for the students and the teaching purposes. The teachers have to select materials with clear objectives, the students' level and interest in their mind, and get to know it well before using it. There should be a clear purpose for every video that the teachers show, for example, modeling

communicative interactions in English, working at language forms, developing listening comprehension, or generating discussion.

2.2.2.6 Video Teaching Technique

According to Harmer (2001: 286), there are some teaching techniques which can be used in the teaching and learning process.

a) Viewing techniques

This technique has purpose for awaken the students' curiosity, through prediction activities. Therefore, when the students finally watch the video sequence in its entirety they will have some expectations about it. This viewing technique is divided into some techniques. Those can be seen below.

1) Fast forward

In this technique, the teacher presses the 'play' button and then fast forwards the video so that the sequence shoots pass silently and at great speed. It takes only a few seconds. After that, the teacher can ask the students what the extract is all about and whether they can guess what the characters are saying.

2) Silent viewing (for language)

The teacher plays the tape at the normal speed but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.

3) Silent viewing (for music)

This technique is quite similar with silent viewing for language but here the teacher shows a sequence without sound and ask students to say what kind of music they would put behind it and why. When the sequence is shown again with sound, students can judge whether they choose the same mood as the composer.

4) Freeze frame

The teachers can 'freeze' the picture at any stage during a video sequence. It is useful for asking the students what they think will happen next or what the character will say next.

5) Partial viewing

The teachers can show only a partial view of the pictures on the screen to provoke the students' curiosity. The teacher can use pieces of card to cover most of the screen, only leaving the edges on view. The teacher can put little squares of paper all over the screen and remove them one by one so that what is happening is only gradually revealed.

b) Listening (and mixed) techniques

This technique is designed to provoke engagement and expectations too. This listening technique is divided into some techniques too. Those can be seen below.

1) Picture-less listening

The teacher covers the screen, turns the monitor away from the students, or turns the brightness control right down. The students then listen to a dialogue and have to guess such things as where it is taking place and who the speakers are.

2) Picture-less screen

The teacher plays the videos without showing the screen, only playing the music. And then, the students can listen to it and then say based on the mood it was appears to convey what kind of scene they think it accompanies and was take place.

3) Picture-less listening

In a scene without dialogue, the students can listen to the sounds to guess the scene, for example, they hear the lighting of a gas stove, eggs be broken and fried, coffee be poured and the milk and sugar stirred in. After that, they have to tell the story they think they have just heard.

4) Picture or speech

For this technique, the teacher can divide the class in two so that half of the class faces the screen, and half faces away. The students who can see the screen have to describe. This forces them into immediate fluency while the non watching students struggle to understand what is going on, and is an effective way of mixing reception and production in spoken English.

Based on the explanation of video teaching technique above, the researcher chooses the collaboration of partial viewing and picture less-screen. It is conduct by the researcher in experiment class.

In addition, Harmer (2000:286) proposes three steps in integrating videos into classroom instruction effectively. Those are pre-viewing, while- viewing, and post viewing. From each step, English teacher can choose the most appropriate activities for their students.

1) Pre-viewing

It is done before assigning the students to watch the videos. The students can follow the activities as presented below.

- a) Free writing on the questions about the events.
- b) Predicting events.
- c) Discussing the videos from the title.
- d) Pre-teaching any unusual vocabulary and grammatical points in context.
- e) Practicing to pronounce words to develop their aural perception of the words.

2) While-viewing

While viewing the videos, the English teacher can assign the students to:

- a) Watch for relaxation without taking the notes.
- b) Identify general topics.
- c) Make more detail information on the second viewing.

- d) Check information with the students' partner or group.
 - e) Focus on detail like signs, notices, building, or vehicles.
 - f) Work in pair, for example, student A closes his eyes, while student B watches the videos and then tells what happen in the videos to A.
 - g) Listening for general comprehension and specific information.
- 3) Post-viewing

After finishing watching the videos, the English teacher can ask the students to do the following activities:

- a) Reviewing and answering general comprehension questions.
- b) Describing scenes, people, objects, etc.
- c) Discussing events, body language, or predict the end of the videos.
- d) Predicting the outcomes of events.
- e) Viewing and generating appropriate dialogues for the scene.
- f) Practicing stress and intonation by asking the students to mark them on the video transcripts and then imitate.
- g) Making a role-play
- h) Watching and summarizing a short paragraph

Based on the explanation about video, the researcher uses the off-air program video. There are two videos adopted from movie and film. The researcher also designs the video and adapted to the students' material. The titles are "*spongebob*" and "*Aliando*", both of videos are applying in the

same steps. In beginning, the teacher give the title of video to the students. The students must have to discuss about the title of video. They can discuss for free about the title, but the teacher still keeps the discussion in line. After discussion about the title of video, the teacher plays the video. All of the students focus on watching the video without taking the notes. Here, the teacher uses the partial viewing technique. The teacher shows only a partial view of the pictures on the screen to provoke the students' curiosity.

On the other space, the teacher also uses the picture-less screen listening technique. The teacher plays the video without showing the screen. It is done by playing the music or the voice. And then, the students can listen to it and then say based on the mood it appears to deliver what kind of scene they think it accompanies. Then, the teacher plays a complete video. After watching the complete video, the students identify general topics, make more detail information, rewrite what they have watches and listened before in their own language and finally retell about the video supported their opinion.

2.2.3 Picture

2.2.3.1 Definition of Picture

Picture is a part of media in the teaching and learning process. A picture itself has some definitions based on some experts. Sadiman (1990) in Wulandari (2012:29) states that picture is a general verbal communication that can be understood and available everywhere. Pictures give real

description of an object which is portable and can be used anytime and help an understanding on objects which are difficult to be observed.

According to Gallis (2014: 45) students learn history through pictures. Pictures from history invite the use of past tense forms since they illustrate scenes, costumes, and objects from history. A complex picture which serves a lot of information makes them particulars suitable for some activities, such as describing and identifying, and matching. Pairs of pictures consist of two pictures. Sometimes they are used in matching activities or describing differences. A type of picture which can be found in cartoons, newspaper pictures, and advertisements is pictures and texts. The text is used for reading for gist.

There are some sources of pictures. Teachers can adapt pictures from any sources like newspaper, magazines, brochures, catalogues, calendars, greetings cards, postcards, reproductions of art, posters, wall charts, instructions, old books, comics and cartoon strips, photographs, stamps, playing cards, wrapping paper, course book, and photocopying. Beside, teachers can be an artist in the class, they can create their own pictures that can be drawn on the board, the overhead projector, large paper, flashcards, group playing cards, handout sheets, or collage sheets. It is also very possible if teacher uses students' own drawings as the media. Pictures accommodate students' interest and stimulate students to speak.

According to Harmer (2001) pictures can be in form of flashcard, large wall pictures, cue cards, photographs or illustration, and projected slide.

a. Flashcard

It is a small card which teacher can hold up for students to see. Flashcards are particularly useful for drilling grammar items, for cueing different sentences, or practicing vocabulary.

b. Large wall picture

It is big enough for everyone to see detail. Some time teachers use large wall pictures, when pointing to detail of a picture to elicit a response.

c. Cue card

It is a small card which students use in pair or group work. Teachers put students in pair or groups and give them some cue cards so that when a student picks up the top cue card in a pile he or she has to say a sentence that the card suggests.

d. Photograph or illustration

It is a photo or image that depicts a situation or people in action. The teachers use it to make the situation or the action clear. Photograph can be found in the book, newspaper, magazine, etc.

e. Projected slide

In the multimedia class, the teachers also use it to teach. Sometimes the teachers use it to show the images in the big size.

Based on the explanations above, in this study the researcher choose photograph or illustration picture. It will be appropriate with the material that delivered by the researcher.

2.2.3.2 The Advantages of Using Picture

Inta (2010: 109) said there are several methods in teaching learning speaking. Picture is one of the ways to explain a real situation. It is very simple visual aids that can be picked up from the newspaper, magazine, internet, book, etc.

a. The use of pictures in teaching speaking

Teacher is the most important factor in teaching learning, especially in English subject. He or she must have an ability to make an interesting class. Picture is one of teaching media that can make the students enjoy the lesson. Ideally, each classroom should have a file of pictures which can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize.

b. The advantages of using pictures in teaching speaking

A picture is an excellent media in which this can be done pictures arouse play fullness to the students because pictures are interesting. The provide variety of fun and games, furthermore, it also means that the use of picture may offer parallel opportunities both for teacher-students and students interaction.

c. Pictures are inexpensive and widely available.

The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.

d. Pictures provide common experiences for an entire group of students.

It means by using picture, teacher can involve all of students in his or her class.

e. Pictures can help prevent misunderstanding.

It means by using pictures, teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between student perception and teacher perception.

Pictures are helpful to support the teaching and learning process. There are several advantages of using pictures in teaching English. According to Harmer (2001:134) pictures really help to reduce preparation time. Sets of pictures can be re-used, especially it can be laminated, and can be used at any level in classes for kids, teenagers, exam classes and adults following general or business courses. When it comes to using picture stories in class, the key point is not to limit teacher to typical class activities and speaking exercises. Students need as much spoken English practice as they can get.

The benefits of pictures also valuable resource as it provides a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of task, and a focus of interest for students. Furthermore, pictures serve for illustration, develop learners' imagination, make the learning process more interesting and entertain at the same time (Peskova, 2008:8). She lists three reasons as follows:

- a. Pictures are ideal for reflecting the reality. Especially photographs are an authentic source, which truly illustrates a situation or an event, portrays a person, etc.
- b. Pictures draw learners' attention, whether in books or while listening to a lecture. Texts accompanied by pictures are more attractive for learners than plain texts. Similarly, lectures become more interesting when displaying some pictures.
- c. Pictures offer various opportunities of activities, especially based on practicing all four language skills, and have an entertaining element which can be exploited by various games.

The researcher assumes that students' speaking skill will improve better. It is caused by teacher supporting their students in teaching learning process through video and picture. Video and picture provide guide support and how to adjust between students and teacher through interaction and the help of teacher to open the way to start the talk relay and full of fun so teachers become the students' facilitators, assistants, guides, partners, provide help, support, model to build up an interaction in all learning activities in English class. Teachers help students to understand their tasks properly, direct them and keep children on track of doing the tasks, providing feedback, discussion, giving modeling first before ask the students to do a task, so the students will enjoy in teaching learning process. If the students enjoy the teaching learning process, they will input material and comprehend easily.