

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Feedback

2.1.1. Definition of Feedback

According to Richards and Schmidt (2002:199) cited in Mashadi (2014:22) feedback can be defined as any information or comments as a result of a behavior. Feedback can be in the form written or spoken. In teaching, feedback is something that is given by the teacher to the learners regarding their students' work. The feedback is believed as a way to improve the students' competence in teaching descriptive text on speaking skill.

Based on Harmer (2007:23) states that the way the teacher gives feedback can enhance not only the students' confidence, but also the students' competence. Feedback can be used to boost the students' motivation. Moreover, the students can get advices regarding their work from this feedback. Besides that, the teacher can also use the feedback to lead the students back to learning goals that are expected to be reached by the students.

According Brookhart (2008:1) feedback is component on formative assessment process that very important to the students and teachers in teaching or learning. In teaching or learning, formative assessment gives information to teachers and students about how students conduct feedback on learning objectives in the classroom.

From the explanation above, the researcher expressed feedback is an important component on learning or teaching for students and teachers. Through feedback the teacher and

students give information as a result of a behavior. Feedback can be used to improve students motivation and learning goals that are expected to be reached by the students.

2.1.2. Peer Feedback

According to Richards and Schmidt (2002:215) cited in Mashadi (2014:22-23), peer feedback can be defined as an activity of the students receiving feedback from other students. Peer feedback is usually conducted in small group or pair. The students receive their friends' work and then review it and give comment on it.

Based on Lundstrom and Baker (2009:30-43), peer feedback in an activity which is not only giving the students give feedback to each other but also to use the language itself in meaningful interaction. Besides that, the students who are going peer feedback, they are getting exposed to new ideas from others. Not only getting new ideas, peer feedback can also be defined as the way to get perspectives from other people in the same age and the same level.

Moreover, Gielen et al. (2010:304) state that peer feedback is a kind of learning activity that engages students in providing and receiving feedback to and from peers who work on the same assignment to help them enhance their learning performance.

In addition, Li et al. (2010:525-536) state that peer feedback is an activity that does not only support the receiver of the feedback in his or her learning process, it is also useful for those who provide feedback, as they have to critically analyse the work or performance of colleagues.

Furthermore, Van Gennip et al. (2010:280-290) told that peer feedback is provided by equal status learners and can be regarded both as a form of formative assessment, the counterpart of teacher feedback.

Based on the explanations above, the researcher can explain peer feedback is a kind of learning activity of students to review, give comment, critically analyse the work or performance the other students, by using peer feedback, they can get the new idea from other and formative assessment.

2.1.3. The Reasons of Using Peer Feedback

According to Rollinson (2005:25) cited in Mashadi (2014:23), there are several reasons why peer feedback should be used. First, peer feedback can provide good feedback to the students since it can give valid feedback to the students. Besides that, feedback from peer can give something which is not yet given by the teacher. Moreover, feedback given by peer can contain less bad advice.

From explanation above, the researcher summarizes peer feedback can provide good feedback to the students, because by peer can contain less bad advice.

2.1.4. Implementation of Peer Feedback

According to Ferris (2003:165) cited Mashadi (2014:24-26), there are several steps in the implementation of peer feedback. They are:

- (1.) Utilize peer feedback consistently. In utilizing peer feedback consistently, the teachers should determine that peer feedback will be used in the class as regular method.
- (2.) Explain the benefits of peer feedback to students. Students sometimes don't feel comfortable with their peer comment since they might think that their peers are less competent through they love peer feedback technique. Hence, the teacher should assure them with this technique. Besides that, the teacher can give the students freedom to say how this technique can match their interests, and then they will get more enthusiastic toward the technique.

- (3.) Prepare students carefully for peer response. In this step, the students are not only expected to be able to look for the feedback but also to give useful feedback to their peers.
- (4.) Form pairs or groups thoughtfully. In forming pairs or group, the teacher can be strict to the stable pairs and groups. But, it would be better if the studies are given freedom to choose their partners as the chemistry of them can help the learning process as well.
- (5.) Provide structure for peer review sessions. This is one of steps that can lead to the successful learning technique. The teacher should provide good structure for peer review so that the students can make the best of it.
- (6.) Monitor peer review sessions. In monitoring the peer review sessions, the teacher should be also involved but not too intrusive. It is because the students will tend to wait for the teacher to give them lead when the teacher is too involved.
- (7.) Hold students' responsibilities for taking peer feedback opportunities seriously. The teacher in this step should underline that peer feedback is important that the students can learn and benefit from the activities.

From the explanations above, the researcher concludes there are seven steps in the implementation of peer feedback. Firstly, teacher utilizes peer feedback consistently. The teacher should determine peer feedback will be used in the class as regular method. Secondly, teacher explains the benefits of peer feedback to students. The teacher gives the students freedom to say how this technique can match their interest and enthusiastic with the technique. Thirdly, teacher prepares students carefully for peer response. In this step, the students give useful feedback to their peers. Fourthly, teacher forms pairs or groups to discussion. Be better in this step, the students given freedom to choose their partners that can help the learning process as well.

Fifthly, teacher provides structure for peer review sessions. This step can lead to successful learning technique if the teacher provides good structure for peer review so the students can make the best of it. Sixth, teacher monitors peer review sessions. The teacher should be also involved but it is not to intrusive. The last implementation of peer feedback is teacher holds students responsibilities for taking peer feedback opportunities seriously.

2.2 Speaking Skill

According to Islamiyah (2007:14) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and fluency. While, he also states that speaking is the product of creative construction of linguistic strings, the speakers make choices of lexicon, structure, and discourse.

The other than that classical meaning of speaking is the ability to talk. The main purpose of speaking is to send the message for the other one or to be able to communicate about something in language and understood by someone who becomes a listener. While, speaking is the informal interchange of thought and information by spoken words.

Based on Richards (2008:19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Corresponding description above, the researcher expresses of speaking can be described the one of the language skills in oral form to express the speakers' ideas to everybody else and to send the message for the other to communicate. The learners can master speaking in English if they often evaluate the improvement in their spoken language proficiency.

1.2.1 Criteria of Good Speaking Skill

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. According to Syakur (1987:3) cited in Ahbab (2011:25) there are least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

1. Comprehension

For oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it.

2. Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in the language. If grammar rules are too carelessly violated, communication may suffer, although, in creating a good grammar rule is extremely difficult. Linguists investigating native-speaker speech over the years, devised various different systems to describe how the language works told Harmer (2007:12). Grammar is one important aspect of speaking because if an utterance can have different meaning if the speaker uses incorrect grammar.

3. Vocabulary

Based on Mursyidto (2014:12), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

4. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not

pronounce a word correctly, it can be very difficult to understand him or her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said (Pollard 2008:65). So, the good pronunciation is very important for the students in order for them to be good speakers.

5. 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 like “ums” or “ers”. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message. Fluency is an ability to speak quickly and automatically. It means that fluent speakers should be able to speak quickly and automatically.

From the explanation above, the researcher summarizes speaking is not simply expressing something orally. The students need to acquire some speaking aspects to have a good speaking skill. There are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

Comprehension certainly requires a subject to respond to the speech as well. Grammar is an utterance can have different meaning if the speaker uses incorrect grammar. Then, vocabulary consisting single words, compound words, and idioms that are typically used when talking something. Pronunciation is an essential aspect of learning to speak a foreign language, because good pronunciation can make a students is to be understood. Meanwhile, fluency in speaking is the aim of many language learners. The language items needed to express the message.

1.2.2 Problems in Speaking

In learning speaking, students get problems to talk. Penny Ur (1996:121) cited in Fitria (2013:19-20) stated that there are some problems faced by students in learning speaking, they are:

1. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in the classroom, worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3. Low participation

Only one participant can talk at a time if he or she is to be heard, and in the large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominant, while others speak very little or not at all.

4. Mother-tongue used

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it, because it is easier, because it feels unnatural to speak to one other in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be 'quite difficult' to get some classes particularly the less disciplined or motivated ones to keep to the target language.

Based on the explanation above, the researcher explain the problems faced by students in learning speaking, they are: inhibition, the students are often inhibited about trying to say things in the classroom, worried about making mistakes, fearful of critics or simply shy of the attention that their speech attracts. Nothing to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking. Low participation, some students to dominant while others speak very little or not at all. Also mother-tongue used, the students share the same mother tongue, because it feels unnatural to speak to one other in a foreign language in classes.

2.3 Teaching Speaking

According to Harmer (2007:345) can be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level. However, he added that it will be difficult for the teacher to make the students to speak if they are reluctant to speak, the topic chosen is not appropriate the organization of teaching plan is at fault, and if there is an unpredicted event happened. Therefore, the roles of the teacher and the techniques the teacher used are essential.

From the explanation above, it can be said that teaching speaking is are activity in the classroom, students can describe about topics that have been chosen by teacher and the technique used by teacher are essential to get good teaching speaking.

2.3.1 Types of Classroom Speaking Performance

Brown (2001:271-274) cited in Fitria (2013:92) suggests some types of classroom speaking performance as follows:

1. Imitative

A very limited portion of classroom speaking time many legitimately be spent generating “human recorder” speech where for example, learners practice an intonation contour

or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language forms.

2. Intensive

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

3. Responsive

A good deal of student speech in the classroom is responsive: short replies are usually sufficient and do not extend into dialogues.

4. Transactional (dialogue)

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal (dialogue)

The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue)

Finally, students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here, the register is more formal and deliberative. These monologues can be planned or impromptu.

Corresponding description above, the researcher concludes some types of classroom speaking performance there are, first, imitative of kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. Second, intensive speaking is designed to practice some phonological or grammatical aspect of language. Third, responsive is short replies are usually sufficient and do not extend into dialogues. Fourth, transactional (dialogues) is an extended form of responsive language. Fifth, interpersonal (dialogue) for the transmission of facts and information. The last is extensive (monologue) to give extended monologues in the form of oral reports, summaries or perhaps short speeches.

2.3.2 Types of Classroom Speaking Activities

There are many promote classroom speaking activities. According to Kayi (2006:11) there are thirteen activities to promote classroom speaking activities, which are:

1. Discussion

This activity need to be encouraged by the teacher in order to provide productive speaking in language classes. It can be achived by providing activities which force students to reach a decision as a result of choosing between specific alternatives in the discussion.

2. Role play

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

3. Simulation

This type of activities can be used to encourage the general oral fluency or to train students for specific situations by simulating a real-life world. Simulation are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a computer seller, she brings computer and demonstrate it and so on.

4. Information Gap

This activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partner do not provide the information the others need.

5. Brainstorming

This type of activity, on a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas, so students will be opened to share new ideas.

6. Story Telling

This type of activities students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling

fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters, and setting a story has to have.

7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and “introduce” his or her partner to the class.

8. Story Completion

This activity a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each starts to narrate from the point where the previous one stopped. Each students is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

9. Reporting

This type of activity before coming to class, students are asked to read a newspaper or magazine and in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10. Playing Cards

This type of activity the students should form group of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationship, spades represent in a group will choose a card. Then, each student will write 4 until 5 questions

about that topic to ask the other people in the group. For example: if the topic “diamonds: earning money” is selected, here are some possible questions: “is money important in your life? Why?” or “what is the easiest way of earning money?” or “what do you think about lottery?” etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they replay in complete sentences.

11. Picture Narrating

This activity is 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.

12. Picture Describing

This activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a speaker for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

13. Find the Differences

The last type of activity, students can work in pairs and each couple is given two different pictures, for example: picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Based on the description above, the researcher concludes there are thirteen activities to promote classroom speaking activities, which are discussion, role play, simulation, information

gap, brainstorming, story telling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and find the differences.

2.4 The Roles of Teacher

During speaking activities, the teachers need to play a number of different roles. Hamer (2007:347-348) points out three roles of teachers in teaching speaking.

1. Prompter

Students are sometimes confused, cannot think of what to say next which make lose the fluency we expect of them. The teacher as a promoter has a rule to help them by offering discrete suggestions. It can be done supportively (without disrupting the discussion) or ask them to go out of their roles.

2. Participant

Teachers should be a good animator when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiastically. The teachers also may participate in discussions or role-plays themselves to help the activity along, ensure continuing students' engagement or maintain creative atmosphere.

3. Feedback provider

It is vital that the teacher allows the students to assess what they have done. However, it is important to think about possibility that over correction may inhibit the students in the middle of a speaking activity.

From the description above, the researcher summarizes points out three roles of teachers in teaching speaking. First, prompter has a rule to help the students by offering discrete

suggestions. Second participant, as a teacher should be a good animator when asking students to produce language. Third, feedback provider is vital that the teacher allows the students to assess what they have done.

2.5 Testing and Assessing Speaking

There are many techniques which can be used to test the speaking skill. Thornbury (2005:125-126) cited in Klafrina (2013:40) mentioned the most commonly used test types as follows:

1. Interview

Interview can vary in length from perhaps five to forty-five minutes, depending on their purpose and context. In conducting the interviews, students are called out one by one for their interview. Interview is relatively easy to set up, but the rather formal nature of interview is hardly conducive to test more informal, conversational speaking styles. It is also difficult to eliminate the effects of the interviewers questioning style.

2. Role-Plays

Role playing is a popular pedagogical activity in communicative language teaching classes. Students will be used to do at least simple role plays in class, so the same format can be used for testing. The other “role” can be played either by the tester or another student. The situation in the role-play should be better grounded in everyday reality. However, in the role-play test, the influence of the interlocutor is hard to control. In some version, role play allows some rehearsal time so that students can map out what they are going to say.

3. Discussions and Collaborative tasks

These are similar to role-play except that the learners are not required to assume a role but simply to be themselves. In this performance, the learners’ interactive skill can be

observed in circumstances that close approximate real-life language use. Discussions and collaborative tasks to among students are difficult to specify and even more difficult to score. Through discussion and collaborative tasks, testing and assessing speaking of peer feedback can to do because peer feedback technique like a discussions, so testing and assessing speaking on peer feedback can be taken like discussion.

4. Live Monologues

The students prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the students skill to handle an extended turn, which is not always possible in interviews. Other students can take the role as audiences; a question-and-answer stage can be involved. This can provide some evidence of the speakers skill to speak interactively and spontaneously.

5. Recorded Monologues

Recorded monologues are less stressful than a more public performance and for informal testing: it is also more practical in a way that live monologues are not. Learners can take turns to record themselves talking about a favorite sport or past time. The assessment of the recorded test can be done after the event.

Assessing speaking is not something easy to do because there are some factors that may influence the teacher's impression on giving score. The score of speaking may be different from one teacher to others. For example in assigning a score ranging from 1 until 5 is not something simple to do because the line of distinction between levels are quite difficult to pinpoint. To overcome problem, the teacher needs to assign several scores for each response, and each score representing one of several traits like pronunciation, fluency, vocabulary use, grammar, and comprehensibility.

There are two main methods in assessing oral speech. They are holistic and analytical scoring. The analytical scoring is done by breaking down the objective of the final product into criteria parts, and each part is scored independently (Tuan 2012:1). According to Iwashita and Grove (2003:26) cited in Wulandari (2014:23) the procedure of this method involves the separation of the various features of a discourse. However, the holistic method uses a single global numerical rating to assess the student's performance. Each of method has their own advantages and disadvantages. The holistic method is more practical. It has faster and lower cost over the analytic method but the disadvantages of this method provides less information about the weakness and the strength of the students. The major disadvantage of the analytical scoring is it takes a lot of time to rate speaking performance since the teacher is required to make more than one decision for every speaking performance but this method provides more useful diagnostic information about the students' speaking skill.

Based on the explanation above, the researcher explains testing and assessing speaking mentioned the most commonly used test types there are, interview, role plays, discussions and collaborative tasks, live monologues and recorded monologues.

Assessing speaking is not something easy to do because there are some factors that may influence the teacher's impression on giving score. To overcome problem, the teacher needs to assign several scores for each response and each score representing one of several traits like pronunciation, fluency, vocabulary use, grammar, and comprehensibility.

There are two main methods in assessing oral speech. They are holistic and analytical scoring. The analytical by breaking down the objective of the final product into criteria parts and the holistic uses a single global numerical rating to assess the students performance.

2.6 How to Give Feedback in Speaking

Harmer (2001:100-104) cited in Nirmawati (2015:22) says when the performance emphasizes accuracy it is part of the teacher's function to point out and correct the mistakes the students are making. There are several ways to give feedback during accuracy work.

1. Repeating the errors or mistakes made,
2. Echoing like a precise way of pin-pointing error,
3. Making statement or question for example "That's not quite right" and so forth,
4. Hinting which is a quick way of helping students to activate rules they already know,
5. Giving a facial expression or gesture indicating there is something wrong with the performance,
6. Reformulating the sentence.

Furthermore, when students do fluency work demanding communicative activities, teachers should not interrupt students in mind-flow to point out a grammatical, lexical, or pronunciation error, since it can breakdown the communication and drag them to study the language form. Harmer (2001:100-104) cited in Nirmawati (2015:22) suggests some ways to offer feedback. First, a teacher can give gentle correction when the communication break down during a fluency activity. Second, the teacher can give correction after students performance by recording them first so that teachers will not forget what students have said. Third, the teacher observes them while writing down some mistakes or error that will be explained later.

Based on the description above, there are several ways to give feedback during accuracy work, repeating the mistakes made, echoing like a precise way of pointing error, making statement or question, hinting which is a quick way of helping students to activate rules they already know, giving a facial expression, reformulating the sentence.

Some ways to offer feedback a teacher can give gentle correction when the communication break down during a fluency activity, after students performance by recording. The teacher observes them while writing down some mistakes or error that will be explained later.

2.7 Descriptive Text

Descriptive text is a type of genre taught to the students in Senior High School. Wardiman et al. (2008:122) say that descriptive text is part of factual genre. It has social function which is to describe a particular person, place, or thing. Descriptive gives sense impression like that feel, sound, taste, and look of things through words. It is aimed is also to inform the readers about how something or someone looks like. The characteristic features of a person, an animal or a particular thing become the focus of descriptive text. The point is that descriptive text gives a description of something in particular in order to help the people perceive it through word.

Description is writing about characteristic features of a particular thing. According to Oshima (2007:61) descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A descriptive text is text which lists the characteristics of something. Descriptive text is usually also used to help researchers develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects, etc. In writing the descriptive paragraph the researchers must have a point of view about the object, for instance, a descriptive of my cat would mention such facts as height, weight, and color; this will enable him or her to make a statement about it and turn to be very helpful in organizing the object into a good descriptive.

The generic structure of descriptive text are identification; identifying the phenomenon to be described in general and description; describing the phenomenon in parts, qualities, or/and characteristics. According to Knapp (2000:351) cited in Nasution (2013:4) descriptive text is a

text that enables the categorization or classification of an almost infinite range of experiences, observations, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer. Students describe when they are; talking or writing about a picture, writing about a character or place in a story, reporting on an animal.

From the explanation above, it is stated that the point of descriptive text simply describes about person, place, or thing. If the writer wants to write a descriptive text, they only need to go to the object and take a note by using senses. It also can be done by looking at a picture or watching a video. In writing descriptive text, the writer must concern on the generic structure that is identification, description and conclusion. Descriptive text uses present tense, in order to make a good text.

2.8 Magic Cards as Learning Media

Whatever the technique that use in learning process especially in teaching English, the teachers appear to agree that media can and also enhance language teaching. According to Gunawan (2008:25) media is any forms of communication both audio visual and printed as well as the tools. Besides, Iswidayati (2010:1) states that media are something which can be used to explain information and everything and describe the matter or to achieve the goals.

From the statements above, the researcher concludes the media are to convey something, information or meaning from sender to the receiver in order to encourage students' thought feeling, attention, pretension, and communication so that the learning process happens in class.

In the practice of teaching English language we find the type of media, from non mechanical such as households objects, magazine, pictures, poster, cards until electronic objects such as computers, internet, video cameras. They can support the teachers in learning or their

jobs, bringing the outside world into the class, and make tasks of learning to be more meaningful and exciting.

According to Celce-Murcia (2001:461) as quoted by Prasetyo (2011:26) states that all teachers should be part of definition of language teaching media.

There are some explanation for using media in the English language class:

1. Every student gives one title about tourist attraction, historic building, people and each title is written in a card. The card as media in learning process. All the cards are collected in the event. Then, students will choose a card that has been scrambled. Students only describe the titles that are in the cards that have been chosen. Thus, media serves as an important motivator in language teaching process.
2. Audio visual materials provide students with content, meaning, and guidance. The material taught to the students is given using audio visual and applying technique as well as media in learning. So the students are active and conducive in learning process.
3. With the media students can direct practice in the class, and can reinforce students understanding.

The learning style of each students is different, through the media can make students improve their ability. By using the media in learning can help teachers in improving students ability. Thus, the media can add to the students' learning experience so that learning is not always centered on the teacher.

Media can help students to maximize their knowledge in the learning process. Finally, the researcher suggests that teachers with a means of presenting material in a time efficient and complete. As a tool for language teaching or learning, media always facilitate the task of language learning.

