

## 1. INTRODUCTION

There are four skills in teaching and learning language. They are reading, speaking, listening and writing. Speaking is one of those four skills in teaching and learning English supports other skills for communication. As we know that language is a means that possessed by human to convey information to others. In this case, speaking is apart from communication, and speaking is typically identified as a competence that converts conceptualization of message to others. Hornby [1984] states that speaking is make use of language in an ordinary, not a singing, voice. He also states that speaking is state the view, wishes etc; express one's views, etc in one's own way.

In speaking process, it is hoped not only for one way communication but also two ways communication. It means that the speaker and the listeners have take and give information. Since teaching speaking to the foreign language learners often has problems, especially in vocabulary and grammar, so the speaking process needs encouragement to make it meaningful and successful. But sometimes the students have reluctance to communicate. In this case, it is the teacher's duty to help the students to be interactive to join the speaking process. Molinowski [1989] says that in avoiding the frustration of a non-communication conversation class, a teacher should work at setting up the students for a real communication and one of the characteristics of a good teacher is he/she should make his/her lesson interesting. In his/her daily activities a good teacher will find out the best and the most interesting way in presenting his/her lesson. He/she will make his/her best effort to teach.

Teaching speaking through photos is a way to motivate students to speak and communicate. But they should say something ever thought it is hard for students. It can be his/her opinion, reason, example or anything else. Hornby [1984] states that photo or photograph is a picture recorded by means of the chemical action of light on a specially prepared glass plate or film in a camera, transferred to specially prepared paper. So students can better understand new spoken or written material when they connect to the content. Activating prior knowledge by seeing the photo allows students to tap into what they already know, building on this knowledge, and stirring a curiosity for more knowledge. But a good teacher will find out the best and the most interesting strategy in presenting his/her lesson. He/she will make his/her best effort to teach.

## 2. THEORETICAL FRAMEWORK

### 2.1. Speaking Class

The ability to speak needs process, especially in teaching English as the foreign Language. Speaking is one of other four skills in teaching and learning English. Since speaking is apart from communication, so it involves communication competence. Brown [1994] states that communicative competence is an aspect of our competence that enables students to convey and interpret messages and negotiate meanings interpersonally within specific context. Moreover, Molinowski [1989] states that communicative competence involves four characteristics. They are possibility, feasibility, appropriacy and occurrence. To support this competence, it needs speaking activities that will encourage students to be active.

Speaking class is more active if it is facilitated by some instruments or media, such as photos. Blass and Hartmann [2007] state that captivating photos and graphics capture students' attention while introducing them to each academic topic.

The teacher can promote many kinds of topics through photos that will enable students interested and want to speak something to give information about those photos. It is clear that speaking process requires speaking activities. Blass and Hartmann [2007] say that speaking activities involves some aspects as follows:

- a) Asking and answering comparison questions.
- b) Giving advice
- c) Planning ahead
- d) Asking for clarification
- e) Outlining
- f) Making eye contact
- g) Using non-verbal communication
- h) Expressing disbelief and skepticism
- i) Taking turns
- j) Giving more information; reasons and examples
- k) Working cooperatively
- l) Giving and getting feedback
- m) Talking about symbols
- n) Taking a survey

Moreover, speaking activities involve other aspects to make the speaking class running smoothly. Tanka and Most [2007] state that speaking class covers the aspects of

- a) Critical thinking
- b) Vocabulary building
- c) Pronunciation

## 2.2. Speaking

Generally, the aim of teaching speaking is to make students are able to use the language in communication. In preparing the students to achieve this goal, a teacher should provide them with many topics. The power of speaking English as the foreign language needs practice. Because the students not only say the words, but also use the correct grammar and the choice of themselves to make the communication happened. To avoid out of the topic, so teacher uses photo to help them join speaking. Photo gives five advantage in speaking activities, Lucas (2007:328-329). They are :

- a. Giving Clarity
- b. Giving interest
- c. Retention
- d. Persuasiveness
- e. Effective

Further more, Blass and Hartmann (2007) write six steps or preparations for the procedure of teaching speaking through photo.

- a. Getting started/present the photo
- b. Vocabulary building
- c. Getting information
- d. Thinking ahead
- e. Present about the photo
- f. Ask and answer question about the photo

### **2.3. Teaching Media**

Hornby (1984) states that the media (pl) or medium (sing) is that by which something is expressed. So teaching media is an object used to help the teacher explains something to the students in which the students themselves have interest to it.

#### **2.3.1. Photos**

Hornby [1984] states that photo or photograph is a picture recorded by means of the chemical action of light on a specially prepared glass plate or film in a camera, transferred to specially prepared paper. Every photo has certain information to convey full colour photo will attract students to know more about photo it self. Every student can see it from any point of view and with his/her view of the photo, then he/she will speak the topic or idea of the photo based on his/her thinking. Seeing the full-coloured photo, the speaker and the audience will brainstorm their ideas about the photo. They will build the critical thinking of the photo, and they will also find some new vocabulary that have relationship to the photo itself. This atmosphere will enable to create a good two ways communication.

Lucas [2007] states that photos or photographs will not work effectively, however, unless they are large enough for the audience to view without straining. Moreover, he says that normal size photo are not big enough to be seen clearly without being passed around-which only divert the audience from what the student is saying. Students can use many kinds of size to support his/her idea or thinking in speaking process through photos. For example, one student used art poster to illustrate his/her points in speaking. Others may use a coloured copier to show the spectacular event. But Lucas [2007] also says that the enlargements of photo are 18 x 24 inches, and the speaker mounted them on whiteboard to make other students easier to see.

### **3. ANALYSIS AND DISCUSSION**

Speaking through photo means that photo as the media for students to convey information of the photo itself. It cover speaking competence Speaking competence involves the aspects of speaking activities and speaking class.

### 3.1. The Aspects of Speaking Activities

#### a. Asking and Answering Comparison Questions

In a conversation with the classmates, the students will talk about the values. Often in this type of conversation or communication, the students compare different values. That is, the student tells which values are more important than other ones. To do this, the student needs to know how to ask and answer comparison questions.

For example:

Q : What's the most important to you? Is love more important to you than income

Possible answers:

To me the most important thing in life is friends

To me, love and money are equally important

#### b. Giving Advice

Sometimes in conversation, it talks about problems. At other time, may be it talks about planning or anything else. So in this case, the speaker or the student can be helped by giving advice-making suggestions about what to do. Some advice may be affirmative that suggest what the person should do or may be negative that suggests what the students should not do.

For example:

Throw the litter into the bin [affirmative]

Don't walk in that vegetable garden. [negative]

You should change your bed sheet every week. [affirmative]

You should not talk much about your duties. [negative]

#### c. Planning Ahead

In speaking situation, the teacher advised students''...not to be afraid to ask questions''. But sometimes it's difficult for students to ask questions in a new language. Planning ahead makes asking questions easier. Blass and Hartmann [2007] mention that there are two steps will help students feel more relaxed and confidence the next time they have to ask questions.

They are:

- Imagine situations where you will need help
- Plan and practice questions in these situations

For example:

The answers:

I'm fine, thank you.

We study Reading IV at 7 o'clock until 9.30.

So the questions; How are you/What time do you study Reading IV /

- *Asking for Clarification*

To be a good listener, student also needs to be a good speaker. In one way, he/she needs to be able to ask for clarification. In other way, he/she needs to ask specific questions when he /she does not understand something.

For example:

Excuse me, what do you mean by it/  
Can you give an example of that/

- *Outlining*

Before students gives a presentation of speaking, it's a good idea to make an outline of what he/she wants to say about the photo. An outline helps him/her to focus or stick on his/her subject while he/she is speaking.

- *Making Eye-Contact*

When students involve in speaking, they should make eye contact with his/her partners or audience. Look at the face of the other students that he/she is speaking to. Making eye contact helps to keep the partner's or audience's attention. If students are speaking to a big group, move his/her eyes around the room to look at everyone. Don't keep his/her eyes on just one member of the audience.

- *Using Non-Verbal Communication*

When students communicate, they don't always use words. They sometimes "speak" without words. Students often express meaning through non-verbal communication with their hands, face, and body. Non-verbal means "without words". The types of non-verbal communication are:

- a. Body language = the way the people move [for communication]
- b. Hand gestures = specific body language that uses the hands for communication
- c. Facial expression = specific body language that uses the face for communication

- *Expressing Disbelief and Skepticism*

Sometimes the students use certain expression when they don't believe something or when they are skeptical (unsure) of something.

For example:

Oh you're kidding

I don't believe what you said

You're joking

I don't buy that blouse at all,

So the questions; How are you/What time do you study Reading TV /

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### - *Taking Turns*

When students collaborate in a group, it's important to take turns talking. If the student likes to talk, make sure to give the quieter group member a chance to speak. The teacher can help the students by asking them their opinions, but if the student does not like to talk, force themselves to make at least one comment. If the student is shy, sometimes student should write down his/her ideas first, and then say them. Here are some expressions that can make student join in communication.

For example:

Well Andy, what do you think about this photo/  
Joe, what's your opinion about my bag/

### - *Giving more Information; Reasons and Examples*

In a conversation, students need more information because students don't understand what his/her classmates say. One way to get more information is to ask for reasons.

For example:

Why do you want to know my business/  
Why do you laugh when I say something/  
Besides asking for reasons, the students can also ask for the examples

For example:

I like Palembang traditional food  
"Like what/Give me the examples, please

### - *Working Cooperatively*

Students sometimes must do assignments in groups. The best way to do this is to divide the assignment into separate tasks. It means the students have their own responsibilities to be honest about their interest and abilities. If the student does not like to talk in front of class, offer to do research or find the topic and it's sources. In a group, the jobs can be as a

- leader
- researcher
- notetaker
- timekeeper
- speaker/reporter

Based on the jobs above, every student should involve in speaking process, even though he/she just gives one comment.

### - *Giving and Getting Feedback*

Whenever the students give a presentation or speaking in front of others, it's a good idea to ask for feedback-information on how well student did. In giving feedback, use neutral language and to make positive suggestions for improvement.

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For example:

Well, I think your presentation is good and interesting, but you don't use your eye contact often. Okay, next presentation, I hope you'll not forget about that.

- *Talking about Symbols*

If students discuss topics such as history, art etc, students often need to ask about or explain symbols. Symbols are objects that stand for or represent something else.

For example; What do Red and White of our flag represent ?

- *Taking a Survey*

To make students' speaking class runs well, the students should have a survey of information to support the facts of his/her photo. The student should interview several people who know about the objects in the photo to get the data or information. Beside interviewing people, the students can also find the data or information through internet and library research.

### 3.2. Aspects of Speaking Class

- *Critical Thinking*

When seeing the photo, the students will think about the photo itself. They will know what they will say. By seeing the photo ,the students interpret it .

For example:

What is it ?

Who.....?

When.....?

Why.....?, etc

- *Vocabulary Building*

When the students see the photo, they will know what vocabulary will be used. The vocabulary concerns to the topic in photo. The students can use

- ➔ Expressions that support the topics
- ➔ Terms or words that support the topic

- *Pronunciation*

In speaking, students may not neglect the pronunciation. Because the wrong pronunciation can make misunderstanding and miscommunication of the topic. It is very necessary for students to pronounce the words correctly. The pronunciation has close relationship to volume, pitch, rate, pauses, variety, intonation, articulation and also dialect.

### 3.3. Procedure of Teaching Speaking Through Photo

There are some procedures of teaching speaking through photo. Here are the procedures and their steps.

#### 3.3.1. Procedure 1



Step 1 : Getting started/prepare a photo

Step 2 : Vocabulary building/give key words of the photo

Step 3 : Students make sentences by using those key words

Step 4 : Arrange the sentences into good explanation about the photo

Step 5 : question and answer about the photo

#### 3.3.2. Procedure 2



- Step 1 : Getting started/ prepares a photo  
Step 2 : Students give teacher comment about the photo as many as possible  
Step 3 : Ask one student to retell about the photo  
Step 4 : Ask another student to summarize what they have discussed

### 3.3.3. Procedure 3

- Step 1 : Getting started/students themselves prepare a photo  
Step 2 : Each student retells about his/her photo  
Step 3 : Other students give comment and question to him/her  
Step 4 : The speaker responds and answers the questions

## 4. CONCLUSION

Aspects of speaking activities speaking class and the procedures of teaching speaking through photo are very important to make the communication running well. They integrated one to other, and they support each other to convey the certain information clearly with the correct grammar, choice of words and pronunciation.

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