

## ABSTRACT

The teaching of speaking to students of English as a foreign language is still neglected. Many English teachers prefer giving their students dialogues to memorize to asking them to use their English to express their own thoughts and feelings.

As a matter of fact, memorizing dialogues is not sufficient for improving the students' oral language ability. The dialogues will be easily forgotten because the students have nothing to hold on to. Therefore, when they have to communicate their own ideas they will not be able to form original sentences of their own.

The purpose of writing this thesis is to introduce the method of using pictures for the teaching of speaking to students of English as a foreign language. Pictures tend to be concrete and, thus, more real to the students. Pictures will challenge the students to think so that they will struggle to create their own sentences to express themselves in the target language. By doing so, the students will develop their competence in the communicative use of the language. Besides, pictures function as a stimulus which provides the students with a topic to talk about. If the teacher provides the students with appropriate pictures, they will have a lot to say.

In short, introducing pictures in the speaking class can increase the students' interest, motivation, and participation in language learning. It can also provide the students with a wide range of meaningful activities so that the goal of learning a foreign language can be attained.

This thesis is divided into five chapters. Chapter I describes the background, the formulation of the problem, the aim, the benefit, the scope, and the method of writing this thesis.

Chapter II describes communication in general. It talks about human communication, the components of communication, the process of communication, and pictures as a supporting device in communication.

Chapter III provides a description of communication in the EFL (English as a Foreign Language) classroom. This is about the communicative approach and the teaching of speaking to students of English as a foreign language.

Chapter IV introduces the use of pictures in the teaching of speaking to students of English as a foreign language. It consists of five major parts: the advantages of using pictures for both the teacher and the students, the selection of pictures, the types of pictures, the problems in selecting appropriate pictures, and the suggested procedures for the teaching of speaking using pictures.

Finally, chapter V is the conclusion of the whole discussion. The appendix to this thesis contains some additional examples of various pictures that can be used in the teaching of speaking.