

CHAPTER II

LITERATURE REVIEW

This chapter is divided into two major parts presenting discussion above theoretical studies and previous studies, theoretical studies comprise related theorists in this study while previous studies discuss implementation of that related theorists in prior studies.

2.1. Theoretical of Study

2.1.1. Teaching of Speaking Skills

The goal of teaching speaking should improve students' communicative skills because; students can express themselves and learn how to use a language. Nowadays, many teachers agree that students should learn to speak the foreign language by interacting with each other. In this case, pronunciation, grammar, vocabulary and fluency are crucial to be mastered by learner (Mofareh, 2015). In the brief, the English teacher should be creative in developing their teaching learning process to create a good atmosphere, improve students' speaking skills, give attention to the speaking components and make the English lesson more exciting. Brown (2001) found there are six categories apply to the kinds of oral production that students are expected to carry out in the classroom, they are Imitative, Intensive, Responsive, Transactional, Interpersonal and Extensive.

Imitative speaking is a practice intonation that used for focusing on particular elements of language form and usually performed in drilling. Intensive speaking is

designed to practice some grammatical aspects of language and can be the form of self-initiated or pair work activity. Responsive speaking is able to give replies to questions or comments in meaningful in authentic one. Transactional being done in the dialogue and aimed at conveying or exchanging specific information, an extended form of responsive language. Interpersonal speaking also carried out in a dialogue but purposed for maintaining social relationships. Extensive speaking mostly in the form of monologue, in practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

2.1.2. Classroom Speaking Activities

In teaching-learning speaking certainly requires activities that can develop students' skills. Many speaking activities in the classroom currently in use are near the communicative end of the communication continuum. Kumari (2014) argues that the following activities also help students to practice speaking as a skill. In this study, there are several activities that can be done by the teacher to support the success of teaching speaking such as Information-gap activities, Students' presentation, Storytelling and meeting-greeting activity (Harmer, 2007).

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing the information because they have different information, there is a 'gap' between them. Storytelling was telling various stories or about other people stories also retell stories which they

have read in their books or found in newspapers or on the internet. Students' presentation was individual work that is given for students to gather information and structure it accordingly. While meeting-greeting activity was students role-play a formal or business social occasion where they meet a number of people and introduce themselves.

Based on many several of speaking classroom activities above, researcher decides Storytelling as the technique for solving the problem in this study. Researcher believes that Storytelling is appropriate activity for the setting and context of the study to improve speaking skill. Students were interested to tell their personal stories even their favorite objects. Students think about how they would describe their favorite objects in terms of when they got them, why they got them, what they did with them, why they were so important to them and whether there were any stories associated with them. Except Storytelling, researcher could use other activities based on those activities in her classroom even only focusing in Storytelling.

2.1.3. Characteristics of a Successful Speaking Activity

The success of speaking still has the characteristics as a benchmark for teacher assessment. There are several characters of success in speaking as Jack's (2016) perspectives.

a. Learners talk a lot

As much as possible from the period of time allotted to the activity is in fact supported by learner talk. This may seem obvious, but often the most time is taken up with teacher talk or pauses.

b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get the chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2.1.4. Speaking Teaching Strategies

Students often think that the ability to speak is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about languages which they can use to help

themselves expand their knowledge of the language and their confidence in using it (Barot & Pargi (2017). These instructors help students to learn speaking so that students can use speaking to learn.

In most cases, what is often found in students' interaction in the class is the existence of language learners who lack confidence in their ability to participate successfully in verbal interactions. One way to encourage these students to start participating is to help them build a minimum stock of responses that they can use in various types of exchanges (Bahrani, 2012). Such responses can be very useful for beginners. Minimal responses are predictable, often idiomatic phrases used by conversation participants to indicate understanding, approval, doubt, and other responses that allow students to focus on what other participants are saying, without having to simultaneously plan responses.

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologizes, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts (Ferdinant, 2016). So, teachers need to do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speakers' turn and the one that follow it can often be anticipated. Instructors can help students to develop speaking abilities by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the languages that different scripts contain.

Clearly, Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not been understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants of language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

2.1.5. Storytelling

Storytelling is the original form of teaching. There are still societies in which it is the only form of teaching. Though attempts have been made to imitate or update it, like the electronic storytelling of television, live oral storytelling will never go out of fashion. A simple narrative will always be the cornerstone of the art of teaching. Colloquial or literary, unaffected or flowery—the full range of language is present in stories. develop in a unique way. The listeners benefit from observing non-polished speech created on-the-spot. While listening to stories, children develop a sense of structure. that will later help them to understand the more complex stories of literature. In fact, stories are the oldest form of literature.

Through traditional tales, people express their values, fears, hopes, and dreams. Oral stories are a direct expression of a literary and cultural heritage; and through them that heritage is appreciated, understood, and kept alive. Through a story, listeners experience a vicarious feeling for the past and a oneness with various cultures of the present as they gain insight into the motives and patterns of human behaviour.

Since prehistory, all cultures have passed along such tales through the oral tradition, and they have always been an essential part of our humanness. Some stories were told just for entertainment. Others were used to share the history of a group of people and also to teach lessons and transmit values and beliefs. Still others were intended to explain natural phenomena—such as the changing of the seasons and the cycle of night and day—and usually involved the people's gods and other religious beliefs. Certain stories were accompanied by music and were sung instead of recited. These stories remained in a constant process of variation, depending on the memory, talent, or purpose of the storytellers, Anderson (2005).

However, many storytellers feel that cognitive enrichment is not the primary aim of their art. Stories have numerous affective benefits for social and emotional development. A story session is a time to share feelings. A relaxed, happy relationship between storyteller and listener is established, drawing them together and building mutual confidence. Stories help children to know themselves and to know others so they can cope with the psychological problems of growing up.

There are several types and purposes of Storytelling Denning (2011) divided it into cultural Storytelling, family Storytelling, personal Storytelling, and apocryphal Storytelling.

Cultural Storytelling is defined by the transmitting and conveying of certain values, morals and beliefs. These stories are passed down from generation to generation in an engaging and memorable form. The stories that are given to children in an attempt to teach them the meaning of religion might be understood as cultural stories.

Family Storytelling is thought of as the spoken history of a family, maintaining and preserving a long line of various events and experiences, while keeping traditions and expectations alight. Storytelling that concerns a family heritage allows for a family identity to emerge, often bringing with it the best traits of an ancestral history as a reminder to live up to something. This type of story can provide those who hear it with the motivation to live up to past family achievements.

Personal Storytelling is formed personally and individual lives concern and experiences. They are composed to remember, change and find meaning to life. Through personal Storytelling, the teller is able to share his experiences with others and possibly motivate and inspire. Personal Storytelling might also take the form of a biography or a biographical novel.

Apocryphal stories are presented to the listener as impossible and often unbelievable truths, or doubtful stories told as fact. These stories are more commonly known as "urban myths." In Oxford learners' dictionaries defines that "Apocryphal" derives from the Greek word "apocrypho", meaning "hidden." Generally, this is a type of Storytelling that revolves around things of fear or things that cannot be fully understood.

In this case, researcher needs the approaching to the students. Then, researcher can deliver her goals through teaching and learning to her students when the teacher and students have a good connection. In gaining those all, researcher chooses Personal Storytelling in order to interact for more freely and students can easily tell their own story that is created by their own language.

2.1.6. The Advantage of Storytelling

Storytelling is the oldest form of education. Cultures around the world have always told stories as a way of passing down their beliefs, traditions, and history to future generations. Stories capture the imagination, engage the emotions and open the minds of listeners (Lawrence, 2016). Consequently, any point that is made in a story or any teaching that is done afterward is likely to be much more effective.

In brief, Kasami (2017) said that the most important advantages of Storytelling are fun motivating developing positive attitudes towards foreign language and language learning, students can create a desire to continue learning.

Stories exercise the imagination to develop students' own creative powers; students can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. Listening to stories in class is a shared social experience. Storytelling provokes a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but also can help building up children's confidence and encourage social and emotional development. Students enjoy listening to stories over and over again, many stories also contain natural repetition of key vocabulary and structures, this help child to remember every detail and they can gradually learn to anticipate what is about to happen next in the story.

In addition, listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech. Nombre (2012) said that listening to stories develops the child's listening and concentrating skills through visual clues (for examples, pictures and illustrations), students' prior knowledge of how language works and students' general knowledge. These allow students to understand the overall meaning of a story and to relate it to their personal experience.

2.1.7. Teaching of Speaking Skills by Using Storytelling Techniques

Storytelling is the original form of teaching. There are still societies in which is the only form of teaching. In line with Tanni & Raba (2015) that though attempts have been made to imitate or update Storytelling, like the electronic

Storytelling of television, live oral Storytelling will never go out of fashion. A simple narrative will always be the cornerstone of the art of teaching. Colloquial or literary, unaffected or flowery the full range of languages is present in stories. Develop in a unique way. The listeners benefit from observing non-polished speech created on the spot. While listening to stories, children develop a sense of structure that will later help them to understand the more complex stories of literature.

The use of literature in foreign language teaching has greatly increased over the past few years. The materials and activities that derive from literacy texts are great aid learning in that they appeal to the learners' imagination, increase motivation and, above all, create a rich and meaningful context. Among the techniques available to the teacher, Storytelling is one of the most frequently used, especially with beginners and false beginners (Joshi, 2013). Storytelling is an established part of the curriculum in both English-speaking countries and many others, and stories are seen as a first-rate resource in the teaching of the child's own language (Dolzhikova, 2014).

2.1.8. A Good Way of Telling a Story

Storytelling is also a living art. Like music and dance, it is brought to life in performance. A story will be altered by the storyteller's background: the choice setting and detail, and the rapport established with the audience. The storyteller's building materials are words, sounds, and language patterns. The tools are the voice, face, and hands. The product is the creation of a shared human experience

based on words and imagination. Storytelling is an individual art, and an imposed method or ready-to-use plan will prove inadequate. Beginning storytellers must go beyond the rules. They must know their personal strengths and develop their own unique style.

There are some ways to tell the story as well as possible as stated by Nahari & Vrij (2014), the key of Storytelling is to provide listeners with a good story. If students do not have a story worth listening to, no one will listen. Students have to focus on the audience. Students can tell about their experience for gaining some lessons from there. If the story has dialogue, students do not need to memorize the exact dialogue, but just the basics.

Teacher can use hand motions to emphasize the story and will catch a listener's attention plus make the Storytelling exciting. Hand motions should be incorporated when the tale calls for it. For example, if a line says "The tree was taller than the sky," students could point up. Students have to pay attention to the mood of the story, as well and let the mood flow into the expressions. Then, teacher could use facial expression. If a character in the story is sad, for example, frown. If a character is happy, a smile would work.

Moreover, Lee, Riche, Isenberg, & Carpendale (2015) also said that allow the voice to be expressive give the good way of out coming character's different voices in story. For example, in the story of Goldilocks, the three bears could have a high, low, and medium voice. If the mood in the story is scary, low tones are perfect. Build the voice at the exciting parts, then drop it suddenly right before the

most exciting part. In telling story also add details such as a girl with brown hair and blue eyes could be described in the story as a young girl with golden brown hair and eyes as blue as a river. Before telling the story, students may want to videotape themselves or do it in front of a mirror so students can see the flaws in their telling. After watching the video of the telling, mute the sound so students can only pay attention to the visual aspects.

2.1.9. Improving Storytelling Skill

There are a number of techniques that can use when reading stories aloud to make the experience more enjoyable and successful for students (Dujmović, 2006). If students are unfamiliar with storytelling, begin with short sessions which do not demand too much from them and over-extend their concentration span. A story should be presented in a way that emphasizes the "what" of the story and not the "how" of the telling. If possible, have students sit on the floor around the teacher when reading the story, making sure everyone can see both storyteller's face and the illustrations in the story. Speak slowly and clearly. Give students time to think, ask questions, look at the pictures, make comments.

However, do vary the pace of voice when the story speeds up. Make comments about the illustrations when saying a word, point to the illustration at the same time. Involve the students actively by asking them also to point to the illustrations. Encourage the students to take part in the storytelling by repeating key vocabulary items and phrases. Teacher can invite students to do this by pausing and looking at them with a questioning expression and by putting hand to

ear to indicate that teacher was waiting for students to join in. Use gestures, mime, facial expressions, varied pace and tone. Adapt the voice to the different characters as much as the storyteller can to help convey meaning and to keep students' attention.

When telling a story for the first time try to create a relaxed, informal atmosphere which mirrors storytelling in children's homes, teacher can do this by gathering students around teacher in a semicircle; this arrangement also makes it easier for them to hear teacher and to see any visual that wishes to use. The students will be more comfortable if there is a small carpeted area in a corner of the classroom where they can sit or chairs. Make sure teacher has rehearsed the story beforehand so that is able to look at the students frequently while reading or telling the story.

Teacher should also know where the stories are going to pause or break up the text to ask questions, and so on. When listening to a story in a foreign language children rely heavily on their eyes to help them understand. The use of visuals and other support for listening is consequently very important to the student's comprehension and enjoyment of the story. The aids you use when telling stories can take many forms, both visual and aural, and are often referred to as story props. These might include pictures, real objects, models, or pre-recorded or teacher-made cassettes.

2.1.10. Test of Speaking

The test is really important tools in the learning process. The test can

measure the criteria of abilities for the people specifically in speaking. Galaczi (2015) claimed that fluency, vocabulary, pronunciation, and accuracy are enough to be the basis for measuring students' speaking skills standards. This testing model can be done throughout teaching in the classroom such as students must take individual quizzes or other assessments (essays or performances). The teacher gives students adequate time to complete it. The students must work individually even in the group. At this point they must show what they have learned as individuals. Then the result will measure how far the abilities of the student.

These activities can be a way to do pre-test and post-test where the assessment relies on the rubric that has been available. Then through this test will produce numerical value in the achievement of each individual based on student speaking tests according to the assessment rubric of fluency, vocabulary, pronunciation, and accuracy.

2.2 Previous of Studies

Research on improving speaking skills has been rife in international, national and local levels. Initially, researcher was inspired by a study at Bandung High School studied by Inayah (2015) which also used pre-test and post-test. This research on Bandung high school students not only focused on increasing the value of students in speaking skills but also the ability of students to be seen to improve from the way students told and presented.

The difference with the study of researcher, this time also includes an

approach between the teacher and students by always providing the opportunity for each student to tell stories in one sentence which will force the will of students to speak individually. This approach is also found in previous research by Cai (2017) in the same Chinese Primary English using storytelling techniques but as an approach to mastering vocabulary.

Researcher also refers to research conducted by Wahyu (2016) at SMPN 22 Konawe Selatan. The use of Storytelling techniques at the school resulted in an increase in the speaking skills of the junior high school student. Even though they were sitting in junior high school seats, they finally confidently spoke in front of their classmates. This activity motivates every student in the class to be able to demonstrate their speaking skills before their peers. In this case, the previous researcher focused on retelling some stories that their students had read.

In the speaking test assessment, the researcher adapted a rubric from Dick, Gall and Borg (2003) to be used as a measure of the individual student speaking test scores. Previously, this rubric was also used to research speaking improvement in EFL students. Based on the test, there are four indicators that usually appear in the speaking test, namely vocabulary, pronunciation, accuracy and fluency. The rubric initially only included descriptions with a value range of one to ten ranging from good, moderate and special. For this study, the researcher added a larger range of values as rating ranges from 10 to one hundred with a description of poor, simple, average, fair, good, very good, perfect.

Overall, the thing that needs to be developed from previous research is the

need for students to tell stories freely using their own language. Class XI IPA1 MAN 1 Konawe students must be able to express their own ideas and tell stories in front of their friends. The focus of this research is not only retelling the story, students must tell their own stories based on their daily lives or student experiences. So, not only does the students' speaking skills improve, their ideas and imagination also increase.

