

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the overview of framework of speaking skill and the theories of Story Mapping Technique.

A. Speaking

1. Definition of Speaking

Speaking is known as a productive verbal skill among four language skills that play an important role in interactions that use communication in human life. Speaking ability is basically an important process in learning languages. When people communicate their ideas, their thoughts and feelings to others so far have dealt with the concept of verbal skills. Brown (2001) states that speaking is an interactive process of constructing that involves producing and receiving information, its forms and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking it is often spontaneous, open-ended and involving.

In the other hand speaking is the verbal of a language to communicate with others. Its function is to convey message which lies in structure and meaning of all languages, whether it is written or spoken (Fulcher, 2003). There are some acts of saying something orally in which the act is built by a language system containing grammar, vocabulary, pronunciation as well as cultural awareness in a spoken discourse (Baharuddin, 2013). Speaking is a real language

tool to communicate and share the idea amongst people. It is fundamentally an instrument act as an interactive process of constructing meaning that involves producing and receiving and processing information (Finocchiaro in Sukrianto, 2005: 22; Burn and Joyce, 1997: 63; Clark and Clark in Goga, 2004: 27; Burn and Joyce, 1997: 63).

In speaking when two or more people talk to each other, that means, the speaker makes a definite decision to talk to someone (Hammer, 1991: 46). It has several communication goals, namely the speaker says something because they want something to happen from what they say. Both the speakers and the listeners have positive function to perform. The speakers has encode the message to be conveyed and appropriate language while the listeners (no less actively has to decode or interpret) the message (Byrne, 1984: 9).

From some of the descriptions of linguists above about speaking skill, it can be concluded that speaking skill is a need that must be mastered by everyone who wants to carry out interactions that focus on speaking as a medium to convey something and the intended purpose in both formal and informal settings. Interest in spoken language is very important. Therefore, language teaching must provide opportunities for those who are still in the learning phase to behave in meaningful communication about relevant topics by using interaction as a key to convey meaning to the interlocutor because the basis of interaction is communication itself. And in the concept of speaking a speaker has an alternative

capacity to create new sentences if the interlocutor does not understand what is meant.

2. Kinds of Speaking

According to Manser (1995: 398), speaking is divided into two parts, they are speaking performance and speaking competency:

a. Speaking Performance

Performance is the process or way of playing the person. Performance speaking is to talk to someone. This involves the person's ability to communicate ideas, information and opinions to others.

b. Speaking Competency

Competence is to have the ability, skills and knowledge to do something.

Based on these basic theories one can conclude that speaking competence is where a person has the knowledge and ability to speak skillfully.

3. The Elements of Speaking

In speaking, each speaker must not only be able to convey a goal, but they must also be able to understand every phrase spoken by their speaker opponents. This is where the main focus of speaking is to understand some of the elements in speaking that are intended to be able to respond to the expressions spoken by the speaker laughter properly and correctly. Harris (1974: 84) states five elements in speaking include the following:

a. Pronunciation

Many students who are in English learning say that English is difficult to learn especially in the speaking section. In learning also students always have difficulty in understanding what the teacher is talking about because the teacher also uses English and the students themselves are also lacking in understanding and understanding of the overall context in English itself. According to Nurhayati (2015), in the learning process students must understand correctly about how to pronounce in a word (pronunciation) and what it looks like (spelling). Pronunciation is the result of producing speech sounds including articulation, accent and vocal formation style. The concept of "pronunciation or sound of language" can be said to include:

1) Pitch

Pitch is a way to show the speaker's mood. Usually speaking is marked by the high and low range of tones. There are many different ranges of notes that can change dramatically and usually indicate tension or mood.

2) Intonation

Intonation is very important in communicating to find out what the speaker means. In communication, intonation can tell the listener what someone is up to and where the fall or completion of an

expression. Intonation is also usually to recognize the difference between making a statement and asking a question.

3) Sound and Spelling

Sound and spelling are two things that are very necessary in communication and speaking skills. With these two things can help the listener to accept and understand expressions conveyed by the speaker easily.

4) Stress

Stress is a description of a point in a word or phrase. Stress is very important to be used to convey the meaning of words, phrases and sentences to the listener.

b. Vocabulary

Vocabulary is defined as the content and function of language words that are studied thoroughly and are a small part so that they become part of children's understanding, speaking, and then reading and writing vocabulary (Good in Siska, 2014)

c. Grammar

According to Oxford Dictionary (2011), Grammar is rules of forming words and making sentences.

d. Comprehensibility

Comprehensibility is the ability to understand, know or get speaker points (messages) to others (Hornby, 2014: 37).

e. Fluency

According to Hornby (2014: 37), fluency is the quality or condition of being fluent.

4. The Characteristics of Successful Speaking

According to Brown (2001: 270), there are several characteristics of speakers when their knowledge is used in speaking activities and is successful in its application. They are:

a. Learner talks a lot.

As much as possible, the period of the time allotted to the activity is in fact accepted by learner talk. This way seems obvious about often must time is taken up by teachers' talk.

b. Participant is even.

Classroom discussion is not dominated by minority of talkative participants, they all get a chance to speak, and contribution is fairly and evenly distributed.

c. Motivation is high.

Learners are able to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve 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.

B. Teaching Speaking

In mastering a second language by students, the teacher's role in language teaching is very important for students' understanding processes. The teacher as a figure also plays an important role in training students to always communicate in a second language well, clearly and efficiently because it will contribute to student success in school and future success for students in their future life phases. Brown (2001: 271) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something. This means that teaching is a process that must be carried out by the teacher in the delivery of a knowledge to students with supporting materials in the form of experience, knowledge and materials that have been prepared by the teacher for the learning process.

Therefore it is very important for teachers to focus and pay more attention to teaching speaking. Because instead of asking students to memorize learning in speaking better the teacher provides a rich environment that can lead to communication from various angles that are meaningful and desirable in the learning plan. Then in teaching speaking, there are also principles that should be known by the

teacher. Nunan (2003: 54-56) states that there are five principles of teaching speaking, they are:

1. Be aware of the difference between second language and foreign language in learning context.
2. Give students chance to practice with both fluency and accuracy.
3. Provide opportunities for students to talk about using group work or pair work.
4. The plan is speaking task that involves negotiation of meaning.
5. Design classroom activities that involve guidance and practice in both transactions and interaction speaking.

Based on this goal, the teacher can make several activities that can make a major contribution to students in developing the basic interactive speaking skills needed to interact. The teacher must be able to present various small facilities and various activities that can encourage students to learn to speak in their second language. These activities make students more active in the learning process and at the same time make their learning more meaningful and enjoyable for them. Brown (2001: 275-276) classifies as a principle for designing speaking techniques that can make students interested, they are:

1. This technique must cover the spectrum of student needs, from language based on accuracy to messages based on interaction, meaning and fluency.
2. Technique must be intrinsically motivating.

3. Techniques must encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Take advantage of your knowledge of English to inject the type of corrective feedback that is appropriate for now.
6. Take advantage of the natural connection between talking and listening.
7. Give students the opportunity to imitate oral communication the principle of teaching speaking must be considered by the teacher to make students comfortable and motivated in learning.

So, based on the explanation above, it can be conclude that teaching speaking is giving instructions and explanation to students about how to communicate their ideas, express their feelings and others with several principles.

C. Story Mapping

1. Definition of Story Mapping

The origin of story mapping is the psychological models of comprehension and memory are used by both adults and children to store some information in their memories. Story mapping is like story grammar. Story mapping is effective for the reader to recognize the story in their memories. Based on Mathes et. Al (1997) story mapping is simply a graphic representation of story grammar elements. Beside that, Farris (2004) stated that mapping is an effective technique in teaching narrative text, and it is also an effective strategy

to improve note taking and creative thinking skills. Because through this technique, reader could be easily to describe the story structure and to arrange the main events in sequential order by writing the key words or important information by using their own sentences. The students can make story mapping about narrative text or other kind of text and also can be make a story mapping about something depend on their materials.

The story mapping is a technique that use a graphic or description and is like semantic visual representation of a story. This story mapping is used to identify and categorize the main events in sequential of the story. Story mapping also describes way to provide an overview of a story. So, the researcher can conluded that story mapping is kind of technique used in teaching speaking by ask the students to make a map such as circle, brunch or other form that include the story into specific parts. Usually, story mapping used in teaching reading comprehension but in this study, story mapping used in teaching speaking. Because story mapping is technique to help the students to improve their speaking skill.

Based on the statement above, it could be concluded that story mapping is a way or technique to understand a story by illustrating it into a form like chart of map. And it guides someone to understand the whole story. So, story mapping technique is a type of interesting and new technique teaching speaking, in a way students being asked to make a mapping about story or other and then they are told the story that based on the story mapping that make by theirself.

Students like doing a presentation in front of class about their story mapping. They are told the story mapping orally with English language. With this technique students will be interested and motivated to speak English because they can freely use a variety of ideas and their creativity in language.

2. The Purpose Of Story Mapping

There are many purposes of story mapping technique, such as:

- a. To enable readers to place themselves in the story
- b. To strengthen readers' relationship to the text
- c. To stimulate the imaginative thinking
- d. To enhance meaning with mental imaginary
- e. To link past experience to the words and ideas in the text

3. The Procedure Of Story Mapping

Teacher must to give some procedures to the students before they make a story mapping. In order to, they are understand about what they do. According to Stone (2000) suggests to give the students an idea of what is expected before the students begin creating their own maps. Story mapping usually used on narrative text. So, there are some procedures to use story mapping in narrative text that given by the teacher systematically. Based on Farris (2004) told clearly about these procedures, such as:

- a. Step 1: Introduce to the students the concept of story mapping together with what benefits for students are. Teaher explain about story mapping

would be helpful to improve in reading a story and make them sure if story mapping is kind of interesting technique.

- b. Step 2: Explain the major components of story mapping through identifying a story first concerning to figure out the title, the theme of the story, the important characters and personality traits of specific participants of a story, after that identifying the orientation or significant plot developments.
- c. Step 3: The teacher ask students to reread the story using guidance question even modeling to help them come up with an appropriate response, to make the students get the focus on the target of reading.
- d. Step 4: The teacher ask students to students to read independently.
- e. Step 5: The teacher must to prepare some exercises and give them to the students to evaluate.

In the other hand, Romli (2014) made a general procedures to make a basic story mapping when he applied the technique in the class, such as:

- a. Students must to read the story.
- b. Place the tittle, object, theme, characteristic, pictures and so on in some parts or forms like circle, box, branch, and others.
- c. Draw enough ties projecting out symmetrically from the center of the map to accommodate the major events of the story's plot.
- d. Explain and tell about the story mapping that they make.

In story mapping we can use in descriptive text. There are some procedures to make story mapping in teaching descriptive text to improve English speaking. Such as:

- a. The teacher must introduce the concept of story mapping and explain about the advantages or benefits for the students.
- b. The teacher give some examples about story mapping is like story mapping in narrative text or other kind of text.
- c. The teacher ask to the student to choose an object that they will describe. For example the choose to describe about "House" so the students must to draw or search the picture of house and the part of house.
- d. The students try to make a story mapping from the object that they choose on the paper or board. And then they make some explanation about object in the story mapping that they make.
- e. Students try to understand and memorize the explanation that will they present to their friends orally in English.
- f. The teacher must to prepare some exercises and give them to the students to evaluate.

So, those are some preview of steps and procedures before make a story mapping technique theoretically.

4. The Advantages Of Story Mapping

In every strategies or techniques, it has some advantages and disadvantages. And this techniques is story mapping has some advantages. The advantages could help students and also the teachers. Based on Pamela (2004) that when created as part of the process of preparing a reading lesson, teachers become more involved in thinking about the structure of the story they are to teach and how each part of the story relates to the others. So, the story mapping can help the students to focus on their lesson by completing the story map chart. And the story mapping is more purposeful teaching. The result that got by the students is a better quality and the target of learning will be perfectly. There are some advantages of story mapping for students, such as:

- a. Students will be more easily understand how the story pieces mesh.
- b. By mapping, students can store some information of the story from their personal schema.
- c. It facilitates to recall of story elements more completely.
- d. It enhances the students' ability to interpret the story by visualizing story characters, events and setting.
- e. It can increase the students' comprehension of selection by organizing and sequencing main story events.
- f. It will increase the students' awareness that story characters and events are interrelated.

- g. To develop the students' sense of story which will assist story telling, retelling and writing.
- h. The students' knowledge continually applies when they predict what might happen next in one story after another.

D. Previous Studies

This study has three previous study about using story mapping technique. There are three researchers that will support this research. Those are written by Amalia (2017), Kisfinata (2013) and Alturki (2017).

The first is has been done by Amalia (2017), this research aims at knowing the effectiveness of using story mapping technique as media to improve the student's speaking ability at narrative text at the eight grade of SMPN 127 Jakarta. The result in this research, the mean of the post-test was 79.2 and it was higher than the mean of pre-test 58.06. It means that there was an increasing score on the students' achievement. As a result, it can be concluded that the use of story mapping technique as media is effective for improving or raising the students' reading ability at narrative text in the eight grade of SMPN 127 Jakarta. Not only for reading skill but also story mapping raising the students' speaking skill.

The second is have done by Kisfinata (2013), this research aims at investigating the effectiveness of using Story Mapping Technique to improve students' reading skill at Mts Negri Bangalsari. The result showed that the mean of pre-test is 66.11 and post-test 71.8. Mean is to measure average of pre-test and post-

test score. The result of the application of Story Mapping Technique proved that the students in the experimental group could comprehend the text better than the students in the control group.

The third is have done by Alturki (2017), this research aims at investigating the effectiveness of using Group Story Mapping strategy to improve students' reading comprehension of students with learning disabilities. Four participants from sixth grade class were selected to participate in this study. This research used a post-test-only design implementing a control group and an experimental group. The result of this study showed that using the Group Story-Mapping Strategy helped students with learning disabilities to comprehend the text more easily.