

CHAPTER II

REVIEW RELATED LITERATURE

This chapter describes about review of related literature. It includes the Nature of teaching speaking, aspect of teaching speaking, assessment of speaking skill, and story completion.

A. The Nature of Teaching Speaking

Speaking is “ the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”⁷. Speaking is a crucial part of second language learning and teaching. Despite it is important, for many years, teaching speaking has been undervalued and English teacher have continued to teach speaking just a repetition of drills or memorization of dialogues. However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Teaching is the way or plan of teach. Exactly, the teacher gives an explanation about the lesson to the students with the suitable way or interesting way and enjoyable situation for the students, so the students learn easily. ⁸ Brown stated that teaching is guiding and facilitating learning,

⁷ A.L. Chaney, , and T.L. Burk. *Teaching Oral Communication in Grades K-8*, (Boston: Allyn&Bacon,1998) 13

⁸ Martin H. Manser, *Oxford Learner’s Pocket Dictionary*, (Oxford University Press, New York: 1995),425

enabling the learners to learn, and setting the condition for learning.⁹ Based on the statement above it can conclude that teaching is an activity that promote some subjects of studies which have some rules and certain purposes, exactly in teaching English skill.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the dialog conversation between two or many people talking about some topics. Brown stated that there are seven principles for designing speaking techniques.¹⁰

1. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. Scott mentions three stages to complete the teaching of speaking.¹¹ The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of

⁹ Douglas Brown, *principle of language Learning and Teaching*, (New York: prentice Hall Englewood Chiffs, 1987), 7

¹⁰Douglas Brown. *Teaching by Principles: An interactive Approach to language Pedagogy* (New York: Pearson Education Company, 2001).275-276

¹¹ Scott R, *Speaking in communication in the classroom*. (London: Longman,1981). 55

learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

Then, there are some important points that should be considered in teaching speaking to adult learners. The first thing to be considered is who the learner is and why they are. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

B. Aspect of Teaching Speaking

In teaching speaking, there are some aspects of teaching speaking that the teachers have to know. The types of classroom speaking performance and the principles of teaching speaking

1. The type of classroom speaking performance

Six categories apply to the kinds of oral production that students are expected to carry out in the classroom. According to Brown there some types of classroom speaking performance,¹² they are:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

¹² Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Third Edition* (New York: Pearson Education Company, 2007) 327-330

c. Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are

going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2. The principles of teaching speaking

It is important for language teacher to understand. Nunan proposes at least five principles for teaching speaking.¹³

- a. Be aware of the differences between second language and foreign language learning context. Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context.
- b. Give students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.
- c. Provide opportunities for students to talk by using group work, and limiting teacher talk. Teacher must be sure that they do not take up most of the time that students may speak in class. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

¹³David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), 54-56

- d. Plan speaking tasks that involve negotiation for meaning. It means that speakers should be comprehended by listeners. This process is called negotiating for meaning. It involves checking to see if the listener understands what someone has said, clarifying the comprehension, and confirming that someone has understood the meaning.
- e. Design classroom activities that involve guidance and practice in both transactional speaking. When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes.

C. Assessments of Speaking Skill

Assessing speaking skill in English as Foreign Language (EFL) classes is one of the many language tests which are more complicated than that of other language skills especially in terms of scoring procedures. This is due to the fact that speaking ability involves many aspects, such as structure, vocabulary, pronunciation, intonation, and stress. Structure deals with the ability to choose suitable words while pronunciation. Vocabulary deals with a set of familiar words within a person's language. Intonation and stress concern the learners' ability to pronounce English sound correctly both in individual words and in sentences with correct stress. Therefore, assessing speaking skill means assessing many aspects at a time,¹⁴ nevertheless, by referring the aspects to be assessed, there is still a way to reveal the

¹⁴ Jeremy Harmer. *How to Teach Speaking*. (England: Longman Pearson Education Limited 2007). 124

appropriate scoring procedure. Here we will discuss about type of spoken test and the scoring procedures of speaking test.

1. Type of Spoken Test

Testing, both informally, take place at the beginning and at the end of most language course, as well as at various times during the course itself. Typically, speaking exam consist of a series of short tasks. Each task is designed to demonstrate a different function of the spoken language. The most commonly used spoken test types are interviews, live monologues, recorded monologues, role plays, collaborative tasks and discussion.

a. Interviews

Interviews are relatively easy to set up, especially if there is room apart from the classroom where learners can be interviewed. The class can be set some writing or reading task (or even the written component of the examination) while individuals are called out, one by one, for their interview. The rather formal nature of interviews (whether the interview is the learner's teacher or an outside examiner) means that the situation is hardly conducive to testing more formal.

b. Live monologues

In live monologues, the candidates prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn which is not always possible in interviews. If other students take the role of the audience, a question-and-answer stage can be included that

will provide some evidences of the speaker's ability to speak interactively and spontaneously. But giving a talk or presentation is only really a valid test if there are skills that learners are likely to need, e.g. if their purpose for learning English is business, law, or education.

c. Recorded monologues

Recorded monologues are perhaps less stressful than a more public performance, and for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favorite sport or pastime, for example, in a room adjacent to the classroom, with minimal disruption to the lesson. The advantage of recorded tests is that the assessment can be done after the event, and results can be "triangulated". That is, other examiners can rate the recording and their ratings can be compared to ensure standardization.

d. Role play

Most students will be used to doing at least simple role-play in class, so the same format can be used for testing. The other "role" can be played either by the tester or other students, but the influence of the interlocutor is hard to control. The role-play should not require sophisticated performance skills or a lot of imaginations. Situations grounded in everyday reality are best. This kind of test is particularly valid if it closely matches the learners' needs. One problem, though,

with basing the test around written data is that it then becomes a partial test of reading skills as well.¹⁵

e. Collaborative tasks and discussions

There are similar to role-plays except that the learners are not required to assume a role but simply to be themselves. For example, two candidates might be set the task of choosing between a selection of job applicants on the basis of their CVs. Or the learners simply respond with their own opinions to a set of statements relevant to a theme. Of course, as with role-plays, the performance of one candidate is likely to affect that of the others, but at least the learners' interactive skills can be observed in circumstances that closely approximate real-life language use.

2. The scoring Procedures of speaking Test

No language skill is so difficult to assess with precision as speaking ability, and for this reason it seemed wise to defer our consideration of oral production test until last. Moreover, some of the problems involved in the evaluation of speaking skill occur (though generally with less severity) in other forms of language testing.

Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates.¹⁶ Either four of

¹⁵ M. Dakowska, *Teaching English as a Foreign Language. A Guide for Professionals*, (Warszawa: Wydawnictwo Naukowe PWN, 2005). 106

¹⁶ Haris David P, *Testing English as a Second Language*, (New York : Mc, Graw, Hill Book Company, 1969) 81

five components are generally recognized in analyses of the speech process:

a. Pronunciation

Pronunciation is a way in which a language or particular word or sound is spoken.¹⁷ It means that the sound of the word is same as the structure of the word in phonology. It is including the segmental features vowel and consonants and intonation pattern

b. Grammar

In this scale, candidates are awarded marks for the accurate and appropriate use of syntactic forms of structure or how the learners get their utterance correct.

c. Vocabulary

The vocabulary resources mean the examines' ability in choosing appropriate words and how to solve the problem when they cannot find a suitable word, which is by explaining around the word.

d. Fluency

In this scale, fluency means the ease and speed off the flow of speech or the ability to keep the conversation going. Keith stated that fluency may mean that the speaker's English is correct, more often than not it refers to the ability of the speaker to deliver a communication or message at a normal speed.¹⁸

¹⁷ Martin H. Manser, *Oxford Learner Pocked Dictionary*, (New York: Oxford University Press, 1995) 343

¹⁸ Keith s. Folse, *The Art of Teaching Speaking*,(America: Michigan press, 2009), 216

Theoretically speaking, there are two techniques of scoring. Those are analytic scoring procedure and impressionistic scoring. Analytic scoring procedure is procedure in scoring speaking skill by giving each learner a separate score for each component then the separate score are summed up to obtain the total score. On the other hand, the holistic scoring is a procedure in scoring speaking skill by judging the learners' performance on the basis of the overall impression without separating each component. Here is the example of analytic and holistic scoring procedure in speaking skill.¹⁹

Table 2.1

An Analytic Rubric Example for a Speaking Task

Factual Information	Vocabulary	Correctness of Language	Fluency
3 It contained more than 5 facts about the student.	3 Student used a wide variety of vocabulary words to describe self (more than in the lesson)	3 Less than 10% of words contain pronunciation errors; two or fewer grammar mistakes; 0-1 incorrect word choices	3 Introduction was told with expression, not flat; good L2 intonation pattern; confident in speech.
2 The student gave between 3-5 facts about him/herself.	2 Student used the necessary vocabulary and basic vocabulary was used correctly	2 Between 11% and 30% of words have pronunciation errors; between 3 and 6 grammar errors; between 2 and 4 incorrect word choices.	2 Some expression in speech though mechanical in places; a few pauses but they didn't detract from comprehensibility.
1 The student gave less than 3 facts about him/herself	1 The introduction used words incorrectly and used only basic	1 More than 30% of words have pronunciation errors; more than 6 grammar errors; more than 4 incorrect word choices	1 Very flat presentation; little L2 intonation pattern' many pauses, hesitations,

¹⁹ W. I. Griffith, Hye-Yeon Lim, 2012, Performance-Based Assessment: Rubrics, web 2.0 Tools and Language competencies, *Mextesol Journal*, vol. 36 No1. 1-12

	words-replicated the lesson		and restarts that made it difficult to follow.
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Table: 2.2

A Holistic Rubric example for a Speaking

Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
<ul style="list-style-type: none"> • All directions are in the imperative form. • 90% of the direction were correct • More than 6 directions are used • Grammatical errors are minor and don't impede comprehensibility. • Includes more than 4 or more physical references with descriptions 	<ul style="list-style-type: none"> • Most (80%) of the directions are in the imperative form. • At least 75% of the directions were correct • Includes at least 4 but fewer than 6 directions. • Some grammatical errors but they don't impede comprehensibility. • Includes 2-3 physical references with descriptions. 	<ul style="list-style-type: none"> • Uses fewer than 4 directions. • More than half of the directions are incorrect in form. • Less than 75% of the directions were correct • Grammatical errors impede comprehensibility • Used fewer than 2 physical references with descriptions

D. Story Completion

In this part, it will discuss the definition of story completion strategy, the rules of story completion teaching strategy and the benefit of use this strategy.

1. The Definition of Story Completion Teaching

Story completion is one of the alternative strategies in teaching learning process. This is a very enjoyable, whole-class, free-speaking activity which students sit in a circle.²⁰

²⁰ Kayi, H. 2006. *Teaching speaking: Activities to promote speaking in a second language*. Nevada: University of Nevada. The Internet TESL Journal. Vol.12. No. 11. <http://iteslj.org/Techniques/KayiTeachingSpeaking.html>

2. Rules of Story Completion Teaching Strategy

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

3. The benefit of story completion

This strategy helps students' speaking skill improving. In this type of teaching students creativity also improve; in contrast to story retelling, in this technique students must use their own vocabulary.

There are a number of ways in which story completion can enhance intercultural understanding and communication. Stories can:

- a) Allow students to explore their own cultural roots
- b) Allow students to experience diverse cultures
- c) Enable students to empathize with unfamiliar people/places/situations
- d) Offer insights into universal life experiences
- e) Help students consider new ideas
- f) Reveal differences and commonalities of cultures around the world

There are other benefits of story completion based on Shima Ghiabi, such as stories promote a feeling of well-being and relaxation, increase adult's willingness to communicate thoughts and feelings, encourage active participation, increase verbal proficiency, encourage use of imagination and creativity, encourage cooperation between students, and enhance listening

skills.²¹ Kayi also promote some learning strategies, it is include story completion,²² this strategy more active in the learning process and at the same time make their learning more meaningful and fun for them.

Sukma in her thesis “The Effect of Using Story Completion Toward Eight Grade Student’s Speaking Ability of SMP N 1 Mumbulsari Jember in the 2014/2015 Academic Year”. This research shows that students who taught using story completion can make students easily to describing a story well on speaking ability.²³ Widyawati, also stated that in her thesis” the effect of story completion technique to the students speaking ability at 11th grade of SMA Muhammadiyah kediri in academic year 2016/2017”, story completion technique makes students more active in the speaking class activity, she also concluded that story completion strategy is effective to improve the students speaking ability at 11th grade students of SMA Muhammadiyah.²⁴

According to O’Malley and Pierce, story completion give students an opportunity to speak at length, if they can, without teacher interruption in an informal setting. Teacher can ask students to tell a story as if they were telling

²¹ Shima Ghiabi.2014. Investigating the Effects of Story Retelling Technique as a Closed Task vs Story Completion as an Open Task on EFL Learners’ Speaking. *International Journal of English and Education*. Vol: 3 No: 3. 17-25

²² Kayi, H. 2006. Teaching speaking: activities to promote speaking in a second language. Nevada: University of Nevada. *The internet TESL Journal*. Vol.12. No.11. Retrieved on 15 October 2016 <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

²³ Putri Sukma. *The Effect of Using Story Completion Toward Eight Grade Student’s Speaking Ability of SMP N 1 Mumbulsari Jember in the 2014/2015 Academic Year*. Pdf Online Thesis. The English Language Education, Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Retrieved on 15 october 2016, from <http://digilib.unmuhjember.ac.id/download.php?id=3002>.

²⁴ Ayu Widyawati. *the effect of story completion technique to the students speaking ability at 11th grade of SMA Muhammadiyah kediri in academic year 2016/2017*. Pdf OnlineThesis. The English Education Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri, 2017. Retrieved on March 2017, from https://simki.unpkediri.ac.id/mahasiswa/file_artikel/2017/12.1.01.08.0095 Pdf

it to someone who is not familiar with it.²⁵ Based on the statements above it can conclude that so many benefits of using story completion not only enjoy, fun but also helps students to get a new idea.

²⁵J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (New York: Addison-Wesley Publishing Company 1996). 106