

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Based on the statement of problem of this study and to explain clearly the theoretical, this chapter discusses several topics that be presented. They are General concept of speaking, speaking skill, element of speaking, assesment of speaking, technique of teaching speaking, the steps of conducting retelling, variation in using retelling, teaching narrative using retelling technique and understanding of narrative .

#### A. General concept of speaking

Speaking is one of the major language skills, which has distinction characteristic from others. Some linguists give some definitions of speaking that may help us to get clearer description. Martin Bygate states that: "speaking is a skill which deserve attention every bit as much as literary skills, in both first and second language. It is the skill by which they are most frequently judge, and through which they may make or lose friends. It is also a medium through which much language is learnt, and which for many is particularly conducive for learning"<sup>1</sup>.

According to Kathleen: "speaking is an interactive process of constructing meaning that involves producing and receiving information, it is often spontaneous, open- ended and evaluating, but it is not completely unpredictable"<sup>2</sup>.

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<sup>1</sup> Martin Bygate, *Speaking* (New York: Oxford University Press, 1987), vii

<sup>2</sup> M. Kathleen Bailey, *Practical English Language Teaching* (New York: Graw-Hill ESL/ELT), 2

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form 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<sup>3</sup>.

## **B. Speaking Skill**

The purpose of language is to communicate, and one form of communication is the interaction between speakers. Speaking itself is defined as many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. It is often thought of as a popular' form of expression which uses the impressions 'colloquial' registers. However, speaking is a skill, which deserves attention every bit as much literary skill, in both first and second language learning.<sup>4</sup>

Speaking is the productive skill in the oral mode. The learners often need to be able to speak with confidence in order to carry out many of their most basic transaction. It is the skill by which they are most frequently judged, and through which they make or lose friends.

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually

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<sup>3</sup> MaryAnn Cunningham Florez, "*Improving Adult English Language Learners' Speaking Skills*"

([http://www.cal.org/caela/esl\\_resources/digests/Speak.html](http://www.cal.org/caela/esl_resources/digests/Speak.html)) accessed February, 2 2013

<sup>4</sup> Martin Bygate, *Speaking* (New York: Oxford University Press, 1987), vii

learn to listen first, then to speak, then to read, and finally to write. There are called the the four “language skills”<sup>5</sup>.

There are some of the micro-skills involved in speaking. The speaker has to:

1. Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
2. Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
3. Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
4. Put words together in correct word order.
5. Use vocabulary appropriately
6. Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner
7. Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language use
8. Make the main ideas stand out from supporting ideas or information
9. Make the discourse hang together so that people can follow what you are saying<sup>6</sup>

Speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicative properly, it can not be effective. Skill can be understood and memorized, and also can be imitated and

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<sup>5</sup>( <http://www.englishclub.com/learn-english/language-skills.htm>) accessed April, 2 2013

<sup>6</sup>(<http://www.englishclub.com/speaking/language-skills.htm>) accessed 1 April 2013

practiced. respecting to the speaking skill in the foreign language learning, most of the learners will not find it as easy as learning their mother language. As illustration, when one learns to swim or to ride a bike, he/she is encourage to practice the new skill. There are two basic ways in which something we can do, can be seen as a skill, they are:

1. Motor perceptive skills

It involves perceiving, recalling, and articulating in the correct order sounds and structures of the language. This view of language skill influences the list of exercises with Mackey discusses; model dialouges, pattern practice, oral drill tables, look and sayexercise and oral composition.

2. Interaction skills

It involves making decision about communivation, such as: what to sat, how to say it, and whether to develop it. In accordance with one's intention, while maintaining the desired relation with others<sup>7</sup>.

**C. Elements of speaking**

The ability to speak fluently presipposes not only knowledge of language features, but also the ability to process information and language on the spot. According to Harmer the elements that necessary for spoken production are the following:

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<sup>7</sup> Martin Bygate, *Speaking* (New York: Oxford University Press, 1987), P. 5



## 1. Language features

### a. Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent 'connected speech'. In connected speech sounds are modified, omitted, added, or weakened. For this reason, involving students in activities designed specially to improve their connected speech is should be done.

### b. Expressive device

Native speaker of English change the pitch and the stress of particular parts of the utterances vary volume and speed, and show by the other physical and non verbal means how they are feeling. The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such suprasegmental features and devices in the same way if they are to be fully effective communications.

### c. Lexis and Grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprises, shock or approval. Where students are involved in specific speaking context such as job interview, they can be

primed, in the same way with certain useful phrases, which they can produce at various stages of an interaction.

d. Negotiation of language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying<sup>8</sup>.

**D. Assessments of speaking**

Assessment is an instrument used to measure the achievement of competencies. Bailey states that there are four basic criteria in assessing speaking, as follows:

1. Validity

A test to measure the appropriateness of what the teachers are testing, what the teachers are teaching and what the students to be learning.

2. Reliability

It concerns with consistency. A test or an assessment procedure is reliable.

3. Practicality

It refers to the fact that a test or other assessment procedure can only be useful if it doesn't make unreasonable demand on resources, including time, money, and personnel.

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<sup>8</sup> Jeremy Harmer, *the practice of English language teaching* (Harlow: Longman 2001), 269

#### 4. Wash back ( or instructional impact)

It is often defined as the effect a test has on teaching and learning. Wash back can be either positive or negative, depending on whether it promotes the development of the skills or knowledge to be learned (positive wash back ) or hinders the development (negative wash back)<sup>9</sup>.

Speaking assessments can take many forms, from oral sections of standardized tests such as the Basic English Skills Test (BEST) or the English as a Second Language Oral Assessment (ESLOA) to authentic assessments such as progress checklists, analysis of taped speech samples, or anecdotal records of speech in classroom interactions. Assessment instruments should reflect instruction and be incorporated from the beginning stages of lesson planning. For example, if a lesson focuses on producing and recognizing signals for turn-taking in a group discussion, the assessment tool might be a checklist to be completed by the teacher or learners in the course of the learners' participation in the discussion. Finally, criteria should be clearly defined and understandable to both the teacher and the learners<sup>10</sup>.

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<sup>9</sup> Kathleen M. Bailey, *Practical English Language Teaching* (New York: Mc Graw-Hill Co. Inc. 2005), 21

<sup>10</sup> MaryAnn Cunningham Florez, "Improving Adult English Language Learners' Speaking Skills" ([http://www.cal.org/caela/esl\\_resources/digests/Speak.html](http://www.cal.org/caela/esl_resources/digests/Speak.html)) accessed April, 2 2013

## E. Technique of Teaching Speaking

There are many ways in teaching speaking. According to Underhill, Techniques that can be used in teaching English speaking are:<sup>11</sup>

1. Discussion/ conversation

This is the most natural thing in the world-two people having a conversation on a topic of common interest; it can only occur when both parties are relaxed, confident and something sparks between them, allowing the activity ( a conversation) to become dominant and its ulterior purpose ( a language test ) to be temporally subordinate.

2. Oral report

The learner prepares and gives an oral presentation lasting from five to ten minutes. He is expected to refer to notes, but reading aloud is strongly discouraged. The use of simple aids such as an overhead projector, black board or flipchart diagrams is encouraged if appropriate. At the end of the presentation, the speaker is expected to deal with any questions.

3. Learners joint discussion/ decision making

A group of two or more learners are tested together, without the participation of an interviewer. The learners have to maintain and direct the discussion entirely on their own.

4. Role-play

The learner is asked to take on particular role and to imagine himself in that role in particular situation. He has to converse with the interviewer in a way that is appropriate to the role and the situation given.

5. Interview

The interview is the most common of all oral test, for many people, it is the only kind of oral test. It is a direct, face to face exchange between learners and interviewer.

6. Learner-learner description and recreation

One learner describes a design or construction of model building materials to another learner who has to reconstruct the model from the description alone, without seeing the original.

7. Form filling

The learner and interviewer work together to fill in a form. The questions usually concern the learner's personal

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<sup>11</sup> Nic Underhill, *Testing Spoken Language: a handbook of Oral Testing Technique* (Cambridge, Cambridge University Press, 1987), 44



details, professional situation or language need. Either the interviewer or the learner may actually write in the answers; if the learner does it, the test will take longer and the learner will obviously feel his writing as well as his speaking skills is being tested.

8. Making appropriate responses

The learner is given in number of short, unrelated situations that might occur in everyday life. He may be given the situations without written out on sheet of paper, the situations may be read out of him; or both of these. He is asked to imagine himself in each situation in turn and to provide what he thinks would be an appropriate spoken language.

9. Question and Answer

It consists of a series disconnected questions are graded in order of increasing difficulty, starting with simple questions, such as 'what's your name?' and 'where do you live?' and working up to long and complex sentences such as 'if you hadn't been taking this test this morning, what would you have been doing instead?'

10. Reading blank dialogue

The learner is given a dialogue with only one part written in. He has a few minutes in which to read it through and prepare the missing lines. The interviewer reads through his part of the dialogue, with the learner filling in the blank aloud. The aim is to give a learner a clear idea of functional meaning of missing parts, without putting the actual words into his mouth.

11. Using a picture or picture story

Before the test starts, the learner is given a picture or sequence of pictures to look at. Then the interviewer asks the learner to describe the picture or the story and allow him to speak freely.

12. Giving instruction/description/explanation

Choosing something that is familiar to everybody is a good way of getting the learner produces connected discourse on a given topic but allows considerable freedom of choice expression without requiring extensive preparation.

13. Précis or re-tell story or text from aural stimulus

The learner hears a short passage or story on recorded tape. He is then asked to retell the passage or summarize it. The instruction usually emphasizes the quality, rather than the quantity, of the retelling that is important; and as can as possible he should use his own words. This point should be reinforced by the marking system, which should reward

good paraphrases and reproduction of the principal points of the story or passage.

14. Reading aloud

This technique require the learner to read aloud to the interviewer, either a passage of text, or part of dialogue in which the interviewer or another learner reads the other part.

15. Translating/ interpreting

Both the interviewer and the learner have a native language text in front of them with which the learner is familiar.

16. Sentence completion from aural or writing stimulus

A series of sentences is prepared, for example in dialogue form, with the last few words missing from each. The interviewer asks the learner to read through the sentences, one at time, and suggest a possible way of completing each other.

17. Sentence correction

The learner is presented with a sentence, orally or in writing, which contain an error.

18. Sentence transformation

The learner manipulates sentences to demonstrate knowledge of specific language structures. He is given stimulus sentence, usually in written, and he is asked to transform it into different grammatical word.

19. Sentence repetition

The learner hears a series of sentences or utterances and repeats them as accurately as he can.

## F. Retelling

Based on these techniques of speaking above, the researcher thinks that retelling is the proper one to be applied in improving students' speaking ability. Wright says that retelling is the activity to retell a story they have heard or read. It helps students focus on their understanding of what they read and challenges them to communicate what they have learned to others<sup>12</sup>.

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<sup>12</sup> Andrew Wright, *Creating Stories with Children* (Oxford: Oxford University Press 1997),

Retelling is powerful technique for checking the understanding. Unlike answering specific questions after reading, retelling requires reprocessing large segments of text thinking about the sequences or ideas/events and their importance. Retelling is a versatile tool for both the students and the teacher.

For students:

First, Retelling can provides an opportunity to share what has been read. The students can share it in front of the class. Second, retelling provide practice in reviewing the story or body information and retelling in sequence. Last, the students can develop their oral language skill using this retelling technique.

For teacher:

Retelling is important type of informal assesment and retelling also could determine the degree of understanding a students on text<sup>13</sup>.

Retelling can come in the form of an oral presentation or a written assignment and features the main components of characters, setting, problem, events, solution and theme. To make it easy in remembering, handprint will help students to organize their thought and information as they prepare to retell their stories.

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<sup>13</sup> (<http://www.thinkport.org/254c6533-d4c9-45e1-aaca-7df9cd74c6ea.asset>) accessed February, 7 2013



### **G. The Steps on Conducting Retelling**

To get maximum result of retelling, teacher needs be aware with the steps on conducting retelling. Retelling has some steps to be conducted, there are:

1. When introducing retelling, explain clearly to the students the steps of how to retell and why it is important. Explain that the purpose of retelling is to recreate, as close as possible to the original, something has been read (or heard, or viewed). Remind students how they engage in retelling when they talk about book, movie or event.
2. Model retelling with a short selection. If the selection is familiar to the students, they will be able to make comparisons between the original and retold version. While modeling, comment on how one determines what to include in retelling, why it is performed a certain determines what to include in retelling, why it is performed a certain way, or why particular strategy (e.g graphic organizer) is used in supporting the retelling.
3. After the retelling, discuss what they heard. Talk about list and the elements of retelling. Record this one chalkboard, chart or overhead. Emphasize the sequence and structure of the text as the logical means of retelling.
4. Students read through the text several times to identify and internalize the most important points of the text. Used graphic organizer or some other appropriate organizer to prepare the retelling using their own



words and style. Whether using storytelling technique or a formal description, students should look for places to provide emphasize and use such device as transition words. Encourage them, if appreciate, to prepare visual aids.

5. Begin with shorter, easier text and, as students' proficiency increases, move to longer and more complicated texts.
6. Asses retelling based on audience understanding and appreciation. Allow time to follow up discussion of content and delivery.<sup>14</sup>

This technique can be used at all levels. At lower levels, it may be necessary to offer help with vocabulary and to check understanding, so that the success in retelling is not just a reflection of the degree of comprehension as an authentic activity it necessarily involves comprehend and processing skills as much as speaking skills.

At elementary and intermediate levels, instruction can be given to keep the retelling brief by reproducing only the most important point.

At higher levels, emphasis can be given to the use of conjunctives and other sentence-connecting devices, particularly to reward the correct insertion of words not in the original text.

This technique is obviously that the skills used are hearing/ speaking in one case and reading or speaking in the other<sup>15</sup>.

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<sup>14</sup> [http://www.state.tn.us/education/ci/english/doc/ENG\\_3081.pdf](http://www.state.tn.us/education/ci/english/doc/ENG_3081.pdf) post by: Governor Bill Halsam. accessed April, 1 2013

<sup>15</sup> *ibid*

## H. Variations in using retelling

### Variation 1: Using notes

Particularly for academic purposes, learners can be asked to produce a short exposition or description from prepared note cards. All the learners start with the name written prompts, so they are being tested on the language they use rather than on their specialist knowledge. This is suitable, for example, for reconstituting and comparing different theories or explanation of data.

### Variation 2: Using a set text

Where the learner has read a set text. The interviewer shows him a paragraph or short section of it and asks him to explain its significance, or where it fits into the general storyline. Such questions are not intended to test either the learners' memory or knowledge of the book, or his instant comprehension; the aim is rather to give him the opportunity to speak at length on a familiar subject. Then interviewer may then ask more open-ended questions about. For example, the learner's favorite character in the book, or his overall opinion of it.

### Variation 3: Using an unseen text

The learner has a few minutes before the test to read a short text that he has not seen before. The interviewer can ask check questions about the meaning of the text or of the words in it.

Wright also says that there are some ways in prompting the students in the retelling, as follows:

1. A sequence of pictures, which prompt their memory or which they have to arrange into the right order. The pictures can be copied from a book, drawn by teacher as sketches on the board, or drawn by the students.
2. A sequence of key picture, these can be on long strips of card or paper. The students can hold them and stand in sequence to tell the story. Alternatively, the strips can be arranged on the board in the correct sequence.
3. A sequence of key words, this is more demanding on the children than giving full sentences. Teacher can either give the class the key words or elicit them through discussion.
4. Mime, teacher might mime the story and encourage the children with gestures to interpret you mime correctly.
5. Figurines, puppets, teacher or students operate figurines or puppet and give some verbal clues if necessary<sup>16</sup>.

#### **I. Teaching narrative using retelling technique**

Learning English as a language means learning about its culture. It includes the learning of text types in its. There are known narrative, descriptive, recount and spoof. The emergency retelling has spewed innovative approaches to the ways in which information can be organized and presented to its audience. The process of structuring and conveying elements of time. Space and the human experience into a series of

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<sup>16</sup> Andrew Wright *Creating Stories with Children* (Oxford: Oxford University Press 1997),

connected events that inform, educate or entertain have become known as narrative.

In giving the understanding about narrative, retelling can be used to it since retelling is one of the oldest experiences and still one of the most powerful because it organize information in a way that allows us to draw personal meaning and create knowledge. Retelling as a form of cultural expression has encompassed modes of discourse that range historically from the spoken word to the binary language of the computer age.

At this point, teacher asks the students to retell narrative texts in English as their foreign language. Asking them to pronounce the new language accurately can do it. It is continued then to guide students to a point where they can begin to judge whether their sound production are correct or not. At this point, teacher is no longer primarily to correct, but the teacher supposed to encourage tstudents to practice speaking the target language. Meanwhile, the teacher should be able encourage students speaking some sounds and repeating and imitating him/her. Finally, the students are required to be used to practice and do oral drill.

#### **J. Narrative**

Sadler and Hayllar state that narrative is telling a story. It sets out to entertain and amuse listeners and readers. Thus, the purpose of narration is



story telling. It means that the students should retell what they have read by organizing and explaining it to others<sup>17</sup>.

Narrative means story or orderly account of event. Based on this meaning, in writing a narrative essay a writer usually tries to write a composition based on his or her personal experience<sup>18</sup>.

The word "story" may be used as a synonym of "narrative". It can also be used to refer to the sequence of events described in a narrative. Narratives may also be nested within other narratives, such as narratives told by unreliable narrator (a character) typically found in noir fiction genre. An important part of narration is the narrative mode, the set of methods used to communicate the narrative through a process narration<sup>19</sup>.

A narrator may tell the story from his or her own point of view (as a fictive entity) or from the point of view of one of the characters in the story. The act or process of telling the particulars of a story is referred to as narration. Narration is telling a story. Then, to be a good story must have interesting contents. It should talk about an event our audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak<sup>20</sup>.

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<sup>17</sup> Rex Saddler and Hayllar, *Text in Action: an English Workbook* (South Yarra: Mac Millan Educated Australia PTY, Ltd), 3

<sup>18</sup> Agus Edi Winarto, *Essay Writing : Description and Narration* (Kediri), 31

<sup>19</sup> (<http://en.wikipedia.org/wiki/Narrative>) Accessed April, 2 2013

<sup>20</sup> *ibid*