

CHAPTER II

LITERATUR REVIEW

This chapter consists of many sections. Some section presents the review of the previous study in the relevant field that had been conducted so far. And the other section deals with theories underlying this study.

A. Definition of Speaking

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is to express thought aloud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

According to Longman Dictionary of contemporary English, speaking is defined as to express thought aloud, use the voice. Further, this definition can be explained through the word express and aloud (Quirk, 1981: 101). So speaking is about to communicate with other people with an expression that represents the feeling or idea to be conveyed.

Speaking is an activity from human to express their idea in a real time. According to Scott Thornbury stated that speaking is an interactive and requires the ability to cooperative in the management of speaking turns. It implied the speaking in an interactive activity where the speakers have to be able to manage te speaking turns, when to speak and when stop. In general, speaking can be defined as the process of the ability to say the sounds of language to express or receive idea orally (Thornbury, 2005: 4).

Speaking is considered as a very important aspect in learning a foreign language. Burns & Joyce (2015: 57) say that most language programs aim to integrate both spoken and written languages but the emphasis is in speaking. The emphasis that is given in speaking in a language program varies according to the needs and goals of the students and the focus of the course. M. Soenardi Djiwandono, in his book, states that “speaking is the activities using language which is important in daily life. By speaking, a person can try to express his idea and his feeling to other person through spoken (Djiwandono, 1996: 68). Another definition of speaking as like in Henry Guntur’s book “speaking is the ability to say articulation sounds or words to express thought, idea, and feeling (Taringan, 2011: 15).

Furthermore, Chaney& Burk (2014: 22-23) mentions “to speak means to produce some words representing one’s ideas”. It is a process of sharing meaning through the use of verbal and non-verbal symbols, in variety of context.” Simply speaking is the activity in producing utterance from speaker to his interlocutor through verbal or non- verbal way in appropriate condition, so the speaker not

only focuses on his message but also the context before he delivers the message. Consequently, it is not surprising if many learners assume that speaking is difficult because they need more skill rather than just speak.

In conclusion, speaking is an activity that involves producing, receiving, and processing information that people use in daily life for communicating with another people.

B. Teaching Speaking Skills

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicate with others.

According to Harmer (1998: 88), there are three basic reasons why it is a good idea to give students speaking task with provoke them to use all and any language at their comment. Those are:

1. Rehearsal

Getting student to have a free discussions, gives them a chance to rehearse having discussions outside the classroom. Teacher asks students to rehearse outside classroom in order to know how their speaking ability can improve. From those, students can improve their speaking ability except in the class.

2. Feedback

Speaking tasks where students are trying to use all and any language that they know to provide feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they have. Students can also see how easy they find a particular kind of speaking and what they need to do to improve. Students activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance a can encourage them into further study.

3. Engagement

Good speaking activities can be highly motivating. If all students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role-play, discussion, problem solving etc) are intrinsically enjoyable in themselves (Jeremy Harmer 1998: 88). In this thesis, the researcher will explain about expression of asking for and giving opinion that it is one of the material English at the eleventh grade.

Although English has 4 skills, speaking may be the most important skills of English. Mai (cited in Pattison) confirms that when people know or learn a language, they mean being able to speak the language (Mai Le Thi 2011: 82). It means that when someone is acquiring a language, the proof that people want to confirm is when that person can speak the language well, it also happens for English. Besides, Ur stated that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important (Ur, Penny 1996: 20).

It may be true because speaking involve a lot of ability within, such as pronunciation, vocabulary, grammar and even accent. In-order to become a well rounded communicator one needs to be proficient in each of the four language skills; listening, speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages.

The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages (Mai Le Thi 2011: 83). Therefore, any gap in communication results in misunderstandings and problems with the person to communicate with because that person does not understand the message uttered by the speaker.

Brown in Amiqah (2014) classify as the principle for designing speaking techniques, they are :

1. Technique should cover the spectrum of learners' need, from language based on accuracy to message-based on interaction, meaning and fluency.
2. Techniques should be intrinsically motivating.
3. Techniques should encourage the use of authentic language in meaningful context.
4. Provide appropriate feedback and correction.
5. Take advantage for your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.
6. Capitalize on natural link between speaking and listening. Many active technique that involve speaking will also of course including listening.
7. Give student opportunity to imitate oral communication.

Teacher have to give opportunity to the students' practice their speaking, and teacher have to report how the fluently their students' and comfortable to practice with other students'. The important point of speaking was received the information, verbal and non verbal language. generally people used verbal language to communicate whether face or not.

C. Story Completion

Story completion is one of the techniques that use to effective students speaking skill According to Kayi (2006) said Story completion is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. 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.

According Ghiabi (2014) this technique helps students' speaking skills. In this type of teaching students creativity also in contrast to story retelling, in this technique students must use vocabulary of their own. This is an open task and it is students who manage the story and try to complete it. There are a number of ways in which story completion can enhance intercultural understanding and communication.

There are other benefits of *story completion* such as stories promote a feeling of well-being and relaxation, increase children'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. There are some advantages of using story completion technique in teaching speaking. According to O'Malley and Pierce *story completion* gives students an opportunity to speak at length, if they can, without teacher interruption in an informal setting (O'Malley and Pierce, 1996:106).

Teacher can ask students to tell a story as if they were telling it to someone who is not familiar with it. Routman stated in O'Malley and Pierce book for English language learners, completion helps developed oral language proficiency as well as reading comprehension (1996:106). Furthermore, telling stories often measures other skills such as reading comprehension, memory and organization . In their book of Authentic assessment O'Malley and Pierce (1996:12) said that story/text completion has many advantages. There is:

1. Students produces oral report
2. Can be scored on content or language components
3. Score with rubric or rating scale
4. Can determine reading comprehension. And speaking development

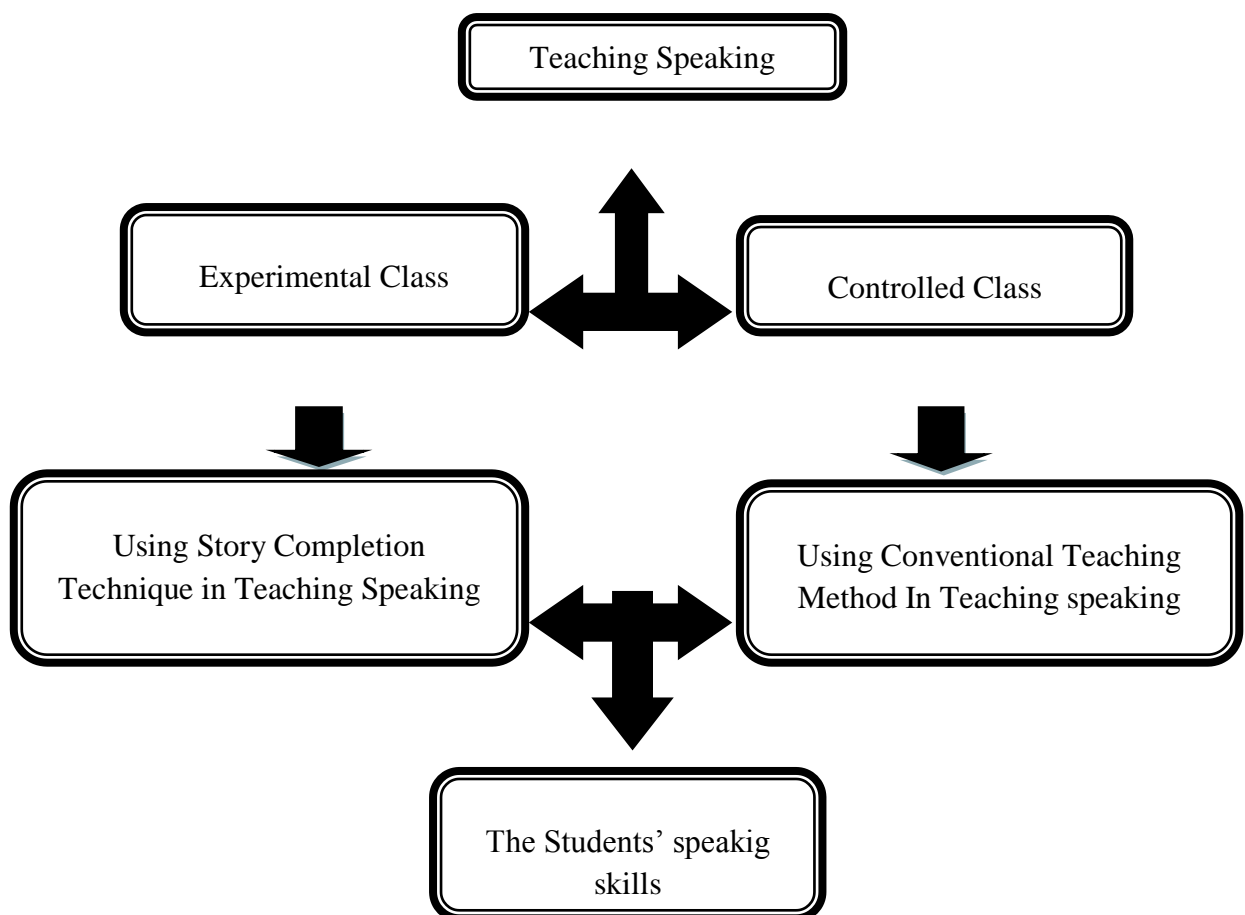
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D. Conceptual Framework

According to Shrouf, F (2014) Speaking is the key of communication. The good speaker do and used in class, and the students' report the good speaker and find the specific mistake. The teacher can help learners to make more effective their speaking and overall oral competency.

Based on framework, First is experimental class and the second was control class. In experimental class, the researcher used Story Completion technique in teaching Speaking. Different from control class, the researcher used conventional teaching method in teaching speaking.

The conceptual framework of this research is as follows :



E. Previous Studies

Arisca (2015) *Improving Students' Vocabulary Mastery Story Completion Technique in Speaking Activity at SMPN 2 Kotagajah*. the researcher concludes that, there was a significant improvement of the students' vocabulary mastery from the pretest and posttest after they were taught by using Story Completion. In this research, the highest improvements of the students' vocabulary mastery were in verb achievement.

Sukma (2015) *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*. The researcher found that, there was a significant effect of using story completion toward eight grade students' speaking ability of SMP 1 Mumbulsari in the 2014/2015 academic year, where the students had a great enthusiasm to learn and can make the students easily to describing a story well on speaking ability.

Samad, M. (2014), *Improving The Students Speaking Ability in Organizing Ideas by Using Cue At MTsN Model Makassar*. The result of the researcher concluded that students' speaking ability in producing imperative sentence at the students of MTsN Model Makassar tend to be improved after using cue cards in learning and teaching process. She added that , the students' also enthusiasm toward the use of cue card in learning process.

LIYA IHDA MAGHFIROH, A. (2014), *Enhancing Students' Speaking Comprehension Through Whole Brain Teaching at PIBA Students Of*

Islamic State University Alauddin Makassar. The researcher concluded that, whole brain teaching strategy can enhanced students' speaking comprehension after giving treatment for two cycles, it can be proved from the increasing data significantly.

Syahrir, M. (2014), *Improving The Students' Speaking Ability by Using Biography in Picture at The Second Year of Islamic Boarding School MA As'Adiyah Putra Pusat Sengkang*. The researcher concluded that, the students' speaking ability in producing question at the second year of Islamic Boarding School MA As'Adiyah Putra Pusat Sengkang tend to be improved after applying Biography in pictures. Applying Biography in pictures can improve the students' speaking ability in producing question. It proved from the result of the test improve in every cycle, and also the students' passion, motivation and enthusiasm in learning process.

From the explanation above, it can be said that, the previous related findings above were in line each other, where the teacher have to be more sensitive to find the interest of students' in learning English, moreover for the speaking skill. The previous findings using Story Completion in Vocabulary, Speaking with the different techniques, different Subject and the researcher findings focus on speaking skill in fluency and comprehensibility, different subject, technique and design. By considering the previous related findings above, the researcher was interested in *The Effetiveness Using Story Completion in Teaching Speaking Skill at Second Grade Students of Senior High School in MA AL-MUSTOFA*.