CHAPTER II

LITERATURE REVIEW

This chapter describes review of related literature. It includes speaking skill, teaching speaking, and story completion technique.

A. Speaking Skill

Speaking skill is ability to express sounds, articulation or words as a mean of expressing, declaring also conveying taught, idea and feeling. Speaking is also productive skill in the oral mode. It is not like the other skills; speaking is more complicated than it seems at first and involves more than just pronouncing words.

1. Definition of Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety context (Chaney, 1998: 13). Speaking is a crucial part of second language learning and teaching. Speaking is the important skill which is used in daily life communication to convey information, and its primary purpose is to establish and maintain social relations. Moreover, speaking as a productive ability in which speaker produces and uses the language to express their sequence ideas and at the same time, he tries to get an idea or the message. In this situation, there is a process of giving or transpiring, encoding, and understanding the message.

Speaking is known as a productive verbal skill among four language skills that plays an important role in interactions that is used communicate 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: 1) 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 an 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: 2). 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 for communicating and sharing ideas among 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).

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 encode the

message to be conveyed and appropriate language while the listeners (no less actively has to decode or interpret) the massage (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.

According to Manser (1995: 398), speaking is divided into two parts, they are speaking performance and speaking competency. Speaking 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. Then, speaking competency is where a person has the knowledge and ability to speak skillfully. Competence is to have the ability, skills, and knowledge to do something.

2. 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: pitch, intonation, sound, spelling and stress.

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 (Siska, 2014: 8)

c. Grammar

According to Harmer (2001: 12), grammar is the description of the ways in which words can change their forms and can be combined into sentences in the language.

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.

3. 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 as follows: (1) learner talks a lot, as much as possible, the period of the time allotted to the activity is in fact accepted by leaner talk. This way seems obvious about often must time is taken up by teachers' talk; (2) 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; (3) 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; and (4) language is of an acceptable level, Learners expresses themselves in utterances that are

relevant easily comprehensible to each other, and of an acceptable level of language accuracy.

B. Teaching Speaking

1. The Nature of 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.

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.

2. Principles of 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) being aware of the difference between second language and foreign language in learning context; (2) giving students chance to practice with both fluency and accuracy; (3) providing opportunities for students to talk about

using group work or pair work; (4) involving negotiation of meaning; and (5) designing 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 skill 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 some principles for designing speaking techniques that can make students interested as follow: (1) overing the spectrum of student needs, from language based on accuracy to message based on interaction, meaning, and fluency; (2) being intrinsically motivating; (3) encouraging the use of authentic language in meaningful context; (4) providing appropriate feedback and correction; (5) taking the advantage of your knowledge of English to inject the type of corrective feedback that is appropriate for now; (6) taking the advantage of the natural connection between talking and listening; and (7) give students the opportunity to imitate oral communication.

Based on the explanation above, it can be concluded that teaching speaking is giving instructions and explanations to students about how to

communicate their ideas, express their feelings, and others with several principles

3. Teaching Speaking at Senior High School

English has been studied at all levels of education in Indonesia, as well as high school. Based on PP No. 19/2005 ON National Education Standards, English is considered a compulsory subject to be studied in high school. In addition, English is also included as one of the subjects in the national exam for high school. Thus, English lesson is very important to learn, not only to prepare high school students to pass the national exam but also to continue to higher education.

4. The Scoring Procedure of Speaking Test

No language skill is so difficult to assess with precision as speaking ability and for this reason it seems wise to defer our consideration of oral production test until last. Moreover, some of the problems involved in the evaluation of speaking skill occur in other form language testing. Speaking is a subjective and in the scoring test of speaking use two or more rates. It also a complex skill requiring the simultaneous use of number of different abilities which often develop at different raters (David, 1969: 81). Either of five components are generally recognized in analyses of the speech process as follow: (a) pronunciation as a way in which certain languages or words or sounds are spoken (Martin, 1995: 343). It means the sound of words in phonology. These include vocal segmental features and consonant intonation patterns; (b) grammar as a rule for using syntactic structures or how students

make their speech true; (c) vocabulary as a source of test ability in choosing the right words and how to solve problems when they cannot find a suitable word; (d) fluency as a measure of ease and speed up the flow of speech or the ability to keep a conversation going. Keith (2009) states that fluency may mean that the speaker's English is correct, more often than not referring to the speaker's ability to convey communication at normal speed; and (e) completeness as a component of the ability to understand, know or get speaker points to others (Hornby, 2014: 37). This assessment means the extent to which the speaker and listener can understand each other's intentions from each word without misunderstanding.

C. Story Completion Technique

Story completion is a good technique for conduction oral work. In this work, the teacher tells a story twice or thrice and then he asks students to repeat it again. Last, he asks them to tell the story in their own words. This technique develops the logical thinking and sentence sense in the students. The story should be brief, simple and interesting. It should be full of actions (Patel, 2008: 107). It means that Story completion has free speaking activity. They can use their perception, imagination and so on. This technique helps students' speaking skill improve (Ghiabi, 2014). In teaching the types of creativity the areas of students' speaking skill can also be increased. This is an open task for each student because each student has a different ability to respond and continue the story line by the teacher (Waode, 2018). Therefore, students are allowed to freely communicate their ideas and thoughts about the continuation of the predetermined story.

1. Concept of Story Completion Technique

Since Story completion is a technique for teaching oral communication, it can be included into one of modifying storytelling activity. According to Kayi (2006: 4), Story completion is a very enjoyable activity, the whole class, talking freely where students sit in a circle and it is a good choice activity to push students to do oral communication.

In this activity, a teacher starts telling stories, but after a few sentences he stops telling stories. Then, each student starts telling from the point where the previous one stopped. Students are required to continue the storyline that has been determined by the teacher as read. They are also required to think fast in order to express their imagination and dexterity in speaking to continue the flow of expression and allowed to add new characters, events, descriptions, and so on (Cole, 2008).

In Story completion, everyone has a different idea to continue a story until it becomes a good story. With instructions from the teacher, students can respond quickly about the continuation of the story told by the teacher. They can tell and explore story ideas using their perceptions and imaginations. Students can also tell characters, events, descriptions, and so on. Therefore, students will really enjoy learning because they have to speak every idea that appears in the continuation of the story.

Based on the statement above, it can be concluded that the Story completion technique is a type of technique for teaching speaking, in a way students are being asked to complete the story told by the previous speaker

based on the part given by the teacher. Before that, the teacher starts a story that must be completed by students. Using this technique, the students will be interested and motivated to speak because they can freely use a variety of ideas and their creativity in language.

2. Advantages of Story Completion technique

There are some advantages of using Story completion technique in teaching speaking. According to O'Malley and Pierce (1996: 12), Story completion has many advantages. Those are: (a) encouraging students to produce an oral report; (b) promoting a feeling of well-being and relaxation through stories; (c) increasing children's willingness to communicate thoughts and feelings; (d) encouraging an active participation; (e) increasing verbal proficiency; (f) encouraging the use of imagination and creativity; and (g) encouraging cooperation between students and enhance listening skills.

From the explanation above, it can be concluded that the Story completion technique is an appropriate technique to be used in learning speaking, because students are prepared and required to speak in front of people who in the sense of practicing their confidence to speak them publicly in the context of learning.

3. The procedure of Story Completion technique

The procedure of Story completion technique states by Kayi (2006: 4) suggest a teacher to: (a) ask students to make groups consist of 5 students in each group; (b) give the topic of a narrative text and give them 15 minutes to discuss with their group; (c) start to tell a story in the beginning; (d) stop a

student narrating after a few sentences; (e) start to narrate from the point where the previous one stopped for each student; (f) add from four to ten sentences; and (g) add new characters, events, descriptions and so on.

D. Previous Studies

Coping with these problems of speaking skill for senior high school level, some relevant studies are conducted to get the deep understanding about this phenomenon. To begin with, Rahmawana (2017) suggests applying Story completion as a technique to improve students' speaking skills in teaching narrative texts in the eleventh grade students of Senior High School. The researcher found that there was a significant improvement in students' speaking skills after being taught narrative texts through the Story completion technique. This can be seen from the average difference in pre-test and also post-test.

Santerika (2017) shows that there is an increase in students' speaking ability after being taught through Story completion technique in eighth grade students of Junior High School. This research uses a pre-experimental research design with a quantitative approach, and illustrates the effectiveness of using Story Completion to improve students' speaking abilities.

A subsequent previous research is conducted by Lutfiani (2018). The design of this research is pre-experimental and the target is the seventh grade students of Islamic Junior High School2 Blitar. This research has two things in common, this research uses Story completion and the material is Recount text.

In this study, the researcher focuses on the speaking ability of tenth grade students which is something that must be mastered by students and by using narrative text media. This refers to the Senior High School syllabus which contains narrative texts in the tenth grade of the second semester. The researcher also compares the relevant technique that is applied with Story completion which is often used by Senior High School teachers in the learning process to support and as a comparison in this study as the final result. This is emphasized by the division of several small groups in the class that will support the operation of these two techniques more easily.