CHAPTER II

REVIEW OF RELATED LITARATURE

This chapter is presented to highlight some theories functioning the basic of the research. It covers speaking skill, teaching speaking, and story completion. The explanation of each literature is explained briefly as follows:

A. Speaking

Speaking is the main instrument for a communication in the daily life. Related with speaking as the instrument to have an interaction in the class during teaching learning process, this part is present and discuss about the definition of speaking and the things that support the activity of teaching speaking.

1. Definition of Speaking

In a daily life, speaking is a main instrument to do a communication. The used of speaking are used in every activities. In the school, in the market, in the office and so on, speaking is mostly used. According to Chaney (1998:13) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Speaking is one of the instruments to inform something. Most of the people use speaking to express their feeling. Moreover, people usually do this in performing certain action to the listener (Holtgraves, 2008;208). Speaking help the speakers to deliver message for the listener.

As the main instrument of communication, speaking has many definitions. Tarigan (1990:15) says that ―Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas and feeling. Many aspect influence in speaking skill such as, grammar, vocabulary, pronunciation, and fluency. All of the aspect are have to be reach, when we want other people to understand what we mean. Brown (2007:225) says that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. The nonverbal messages will help the speaker to enhance listener attention. So, the communication will be more effective.

From those definitions above, the researcher concludes that speaking is a process of sharing ideas or feeling by producing certain words arrangement which also involve non-verbal language to help communication effectively. By speaking, we can communicate each other, sharing argument and message and also soulful

2. **Speaking Problems**

In speaking learning proses the learners often face some problems. Many problems that often face by learners are inhibitions (such worried about making mistakes, fearful of criticism or losing face), nothing to say (they have no motivation to speak), low or never participation, and mother tongue in use (feels unnatural to speak to one another in foreign language) (Ur, 2009:121). In short, the problems that EFL learners faced in developing their speaking

performance relate not only to their linguistic and personality factors, but also the types of classroom tasks provided by the teachers.

In addition, Harmer (:-345) said that students are often reluctant to speak because they are shy and are not predisposed expressing themselves in front of other people, especially when they are being asked to give personal information or opinion. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates.

In Navarro, Lightbown and Spada, (2006:-69) explain that the difficulties which face by the students is that they can't acquire certain native sound. They are difficult in distinguishing and producing a good pronunciation. In that respect, Lightbown and Spada claim that learners difficult to acquire a phonological development.

Several authors have stated that when learners face problems in speaking they need practical and concrete solutions to know how to behave and respond in order to overcome those difficulties. Mariani, in his article 'Developing Strategic Competence: Towards Autonomy in Oral Interaction', recalls L1 strategies that native speakers use when they encounter communication problems, and suggests teaching those strategies to L2 learners: 'just think of how often, in L1 communication, we cannot find the words to say something and have to adjust our message, or to ask our interlocutor to help us, or to use synonyms or general words to make ourselves understood' (Mariani, 1994: 1). Mariani classifies those strategies according to the speakers' behaviour:

learners can either avoid certain messages because they don't feel confident with their speaking skills ('reduction strategies'), or make the most out of their knowledge and modify their message bearing in mind their weaknesses and strengths ('achievement strategies': borrowing, foreignizing, translating…(Mariani, 1994: 3). The author praises the latter by saying that achievement strategies are a very interesting way of developing learners' language domain. Speakers who opt for this option make huge efforts to transmit a message by playing with the language to the extreme, which only brings beneficial consequences.

3. Teaching Speaking

According to Nunan (2003) The meaning of teaching speaking is to teach English language learners to produce the English speech sounds and sounds patterns. They also can use words and sentence stress, intonation patterns and the rhythm of the second language.

Teaching speaking is also teach the students to select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. So, they can organize their thoughts in a meaningful and logical sequence and use language as a means of expressing values and judgments. Finaly, the students can use the language quickly and confidently with few unnatural pauses, which is called fluency.

When teaching the learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities,

expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow (Natasa Intihar Klancar, 2006;1).

The competencies above is explained detail in the basic competence No. 10.2 Indonesia's curriculum 2006 that the students have to "express the purpose of the essay text in the speaking language accurately, and fluently in the social-life that is organized as narrative text, spoof text, and hortatory exposition.

The explanation above are appropriate with the statement from Nunan (2003) that teaching speaking have to teach the students to organize their thoughts in a meaningful and logical sequence and use language as a means of expressing values and judgments. Finaly, the students can use the language quickly and confidently with few unnatural pauses, which is called fluency

When applying the above-mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible (Natasa Intihar Klancar, 2006;1).

4. Principles of Teaching Speaking

According to Chitravelu et al (2005:65-68), there are some principles of teaching speaking, such as: to take account of the student as a person, reduce

anxiety by moving from easy to more difficult, maintain a careful balance between accuracy and fluency, provide a good model for students to imitate, provide appropriate stimuli for eliciting speech, vary interaction modes, give clear instruction, monitor student activity, make sure you have made adequate preparation for your class, handle errors sensitively and effectively. Based on the explanation above, the teacher should know the characteristic of the condition in the classroom to be successful in setting the good material and facilitate the students learning.

In the speaking learning process, the teachers need the principle to design technique for speaking learning process. According to Brown (2007: 275), there are seven principles for designing speaking technique. The first, its' technique have to cover the spectrum of learners need. Teachers design the techniques to help students to perceive and use the building blocks of language. Besides, the design also have to provide intrinsically motivating techniques. Try at all time to appeal to students' ultimate goals and interests. Even in those techniques help them to see how the activity will benefit them.

After that, make sure that it can be encourage the use of authentic language in meaningful contexts. It takes energy and creativity to devise authentic contexts and meaningful interaction. In other hand. The design should be provide appropriate feedback and correction. Students are totally dependent on the teacher for useful linguistic feedback. Teacher also important to give correction on students' speaking.

Capitalize on the natural link between speaking and listening. Many interactive techniques that involve speaking will also include listening. So, developing speaking skill is important to build listening skill. Give students opportunities to initiate oral communication. Build students' skill in speaking, teacher can ask questions, give directions, and provide information. The last, the design have to encourage the development of speaking strategies.

From explanation above, writer can conclude that principle of teaching speaking is teacher have to be able to provide opportunities for the students to speak so, they can speak at length confidently.

5. **Characteristic of Successful Teaching of Speaking**

Brown (2001: 270) says, spoken language is easy to perform, but in some cases it is difficult, in order that they can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

a. *Learners talk a lot*

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

b. *Participant is even*

Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.

c. *Motivation is high*

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to *contribute to achieve a task objective.*

d. *Language is of an acceptable level*

Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy. Those are the characteristics of successful speaking which can be a parameter for the teacher to teach speaking

6. Activities to Improve Speaking

In order to make students active speaking in the class, the teacher have to prepare activities. Kayi (2006) mention that there are some activities can promote students speaking:

a. Discussion

After get the lesson from the text book and explaining by the teacher, it is good when the teacher let the students to share the lesson. This discussion are guided by the teacher to set the group of student. This grouping is to avoid very crowded class environment. The teacher guide students in order to keep in line students discuss about.

b. Role-Play

According to Harmer (1984) in Kayi (2006) Role-Play is one of activities where the students pretend they are in a various social context and have a variety of social roles. In Role-Play activity, the teacher gives information to the learners such as who they are and what they think or feel.

c. Story Telling

The students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmate. It is help students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

d. Interview

Students can conduct an interview on selected topics with various people. The teacher can help students to prepare and arrange some question that should be ask to the resource.

e. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher start to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the previous one toped. Each student is supposed to add new characters, event, description, and so on.

B. Story Completion

This part is present about the definition of story completion, procedure of story completion in the class, the advantage of using story completion and the significance of using story completion in teaching speaking.

1. Definition Story completion

Nowadays, many linguistic and EFL teachers agreed on that students learn to speak in the second language by "interactive". Communicative language

teaching and collaborative learning serve, are best for this aim. Communicative language teaching is based on real-life situation that require communication. By using this method, students will have opportunity of communicating with each other in target language. In brief, EFL teachers should create a classroom environment where students have activities with meaningful task that promote oral language (Ghiabi, 2014) Story completion is one of an enjoyable technique to help students improve their speaking skill.

According to Kayi (2006) story completion is an enjoyable whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher start to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the previous one toped. Each student is supposed to add new characters, event, description, and so on.

In story completion, students are gave a chance to speak by their own word the teacher is let students manage the story till the end. The story that is used can get from textbook or it can be from real-life.

From the definition above, the writer conclude that Story completion is a technique in improving students speaking skill where the students continue story that started by the teacher. To continue the story, students use their own word and they can add characters, description, event, and so on.

2. **Procedure of story completion**

Based on Kayi (2006), speaking through story completion technique as follow: First, teacher starts to tell a story. He or she (teacher), tells until a half of the story. Then, the first speaker from a group students' continue the story

after the teacher stops narrating. Students start from the point on that previous one stooped. Students should tell the idea of the story two up to the three sentences, so, the students will enjoy the speaking. Students should think about part of the story, such as conflict in the story, climax until the resolution.

In addition, Shima Ghiabi (2014) explain that story completion is a very enjoyable, whole-class, free-speaking activity 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.

3. **Advantage of using story completion**

In applying Story Completion as a student activity in the class, it has many advantages. According to Ghiabi (2014) there are some ways in which story completion can enhance intercultural understanding and communication. Story completion can allow students to explore their own cultural root. Based on their prior knowledge. Story completion also allow students to experience diverse cultures. The students are enable to empathize unfamiliar people/place/situation. Offer insight into universal life experiences. Story completion help students consider new idea. Reveal differences and commonalties of cultures around the world

Another benefit of story completion are, it can help students to promote their feeling of well-being and relaxation, increase students' 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 (Ghiabi, 2014).

C. Significance Story Completion in Teaching Speaking

In speaking learning process, the main activity that have to do is let the students be brave in producing their own idea. By exploring their ideas, they can be active in discussing those idea with the others.

Based on the standard competence No. 10 Indonesia's curriculum 2006, that the students must be able to express the purpose of a functional text and essay organized as narrative text, spoof text, and hortatory exposition in the social-life.

The competencies above is explained detail in the basic competence No. 10.2 Indonesia's curriculum 2006 that the students have to "express the purpose of the essay text in the speaking language accurately, and fluently in the social-life that is organized as narrative text, spoof text, and hortatory exposition.

The explanation above are appropriate with the statement from Nunan (2003) that teaching speaking have to teach the students to organize their thoughts in a meaningful and logical sequence and use language as a means of expressing values and judgments. Finaly, the students can use the language quickly and confidently with few unnatural pauses, which is called fluency

It has been mentioned before in the discussion above that Story Completion is one of the activities to promote speaking. Through Story Completion activity the students learn how to express their ideas, opinions, or feeling to others by using their own words or sounds of articulation.

Ghaibi (2014) says that by using Story completion technique, - students are more creative and use their own vocabularies and also they pay more attention to the grammar of their speaking.

Kayi (206) Completing Story is an enjoyable Speaking technique where students in a whole class can free-speaking. Using this technique the students have a chance to deliver their idea, feeling, and improve their imagination of story in completing the task.

Related to the explanation above, the writer conclude that Completing Story is an appropriate technique to improve students speaking skill. The students get more chance to improve their vocabularies, creative in manage the story, and also say more attention to the grammar of their speaking.

Besides, story completion also an appropriate technique with Indonesia's curriculum 2006 which explained that students have to be able to express the purpose of the text in the social-life.

D. Previous Research

There are some researches in previous which are similar or in line related. Here researcher summarizes some previous studies that can be used as guidelines for the researcher in conducting and explaining the new one study with the different way from the previous ones.

The first study was conducted by Wijaya et.all (2013) showed that story completion can improve students speaking achievement. Including many aspects like fluency, vocabulary, pronunciation, and comprehension are improved.

Another research conducted by Eriska showed that Story completion was successfully improving the students' vocabularies in the speaking class. Their speaking achievements' result was improved significantly.

In the research which conducted by Wijaya (2013) focus of subject are the students first year in SMAN. In this study, researcher will focus in students speaking skill, include fluency, pronunciation and comprehension.Moreover in this case, the researcher will be focused on the students in the Islamic Senior High Scholl in the second Grade.