

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the result of reviewing of some printed materials dealing with the topic of the study. The reviewed materials are definition of speaking, aspect of speaking, definition of teaching speaking, kinds of speaking activities, definition of cooperative learning, principle of cooperative learning, definition storytelling, definition of talking stick strategy, the advantages of talking stick strategy, disadvantages of talking stick strategy and previous study.

A. Definition of Speaking

Mastering of speaking skills in English is a priority for many second language or foreign language learners. Learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved their spoken language proficiency. Speaking is a productive skill. It could not be separated from listening, because when people produce utterances someone can catch by listening them. When we speak we produce spoken language and it should be meaningful.

In the nature of communication, we can find the speaker, the listener, the message and the feedback. According to Gert and Hans in Efrizal (2012 : 127) speaking is speech or utterance with the purpose of

having intention to be recognized speaker and the receiver processes the statements in order to recognize their intention. Speaking is the effort to feeling or to interact with others through communication between the speakers to the hearer. In every speaking activity, each speaker and hearer has meanings or ideas to express and to understand. We can develop our speaking proficiency using conversation, for example we share or giving opinion to some others, it express our idea, so our speaking proficiency will developed directly.

1. Functions of Speaking

Each of speech activities has different purpose. According to Brown and Yule in Richard (2008: 21) there are three functions of speaking; talks as transaction, talk as interaction, and talk as performance.

a. Talk as Transaction

Transactional is produced in order to get something, or to get something done. Talk as transaction refers to situations where the focus is on what is said or done. In talk as transaction, the speaking activity focuses on a message that is conveyed and makes other people understand what they want to convey clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or how they understand someone's said. The examples of talk as transaction are classroom group discussion and problem solving activities, buying something in a shop, ordering food from a menu in restaurant, asking someone for directions on the street.

There are two different types of talk as transaction dependent on the focus. Burns in Richard (2008: 26) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transaction that focuses on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant. There are some of the skills involved in using talk for transactions are explaining a need or intention, describing something, asking question, making suggestion, agreeing and disagreeing.

b. Talk as Interaction

Interactional language is produced for social purpose. Talk as interaction refers to conversation with each other people. When people meet someone, they exchange greetings, engage with small talk or tell their recent experience to their friend. Our daily communication remains the interactional with other people. This refers to what we say as conversation. It is an interactive communication which is done spontaneously by two or more people. This is about how people try to convey their message to other peoples. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

Some of the skills involved in using talk as interaction involve knowing how to do the following things are opening and closing conversations, joking, making small talk, recounting personal incidents and experiences, interrupting.

c. Talk as Performance

In this case, the speaking activity focuses on multilogue rather than monologue. The function of speaking as performance happened at speeches, public talks, public announcements, storytelling, and so on.

Based on the explanation above it is concluded that speaking is whatever we produce or say, it can be utterances and meaningful statements.

2. Aspect of speaking

In the learning of speaking, it should be considerable about the important aspect to encourage the interaction and communicative skill. The aspects of speaking are:

a. Vocabulary

The essential element to learn before practice speaking is vocabulary. We are difficult to speak without mastering vocabulary. According to Hornby (1995) vocabulary is all the words that person knows or uses. The learner should have many vocabularies it will be easier for him to express her/ his idea.

b. Grammar

One factor in influencing the students' speaking skill is the functional grammar. Sometimes the students speak English with lack of functional grammar. According to Hornby (1995:517) grammar is the rules in a language for changing them into sentences.

c. Pronunciation.

According to Hornby (1995) pronunciation is way in which a language or a particular words or sounds is spoken. Pronunciation is how to say a word in made of sound, stress and intonation.

d. Fluency

Byrne in Paisal (2011:14) states that the main goal in teaching the produce skill of speaking will be oral fluency. This can define as the ability to express on self intelligibly, reasonably, accurately and without too much hesitation in communication. Fluency also aspect of speaking when the people take the communication.

e. Accuracy

According to Hornby (1995) accuracy is the state of being correct or exact and without minor, especially as a result of careful effort. While Marcel (1978) states that accuracy is a manner of people in using appropriate word and the pattern of sentences.

B. Teaching Speaking

Teaching speaking is the activity of importing knowledge and skill of speaking to the students. Teaching speaking is a process to teach students how to use the language for communication, expressing ideas, or share information. The goal of teaching speaking should improve students' communicative skills, because students are insisted to be able to express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. Speaking is the basis skill that the students should master in learning a second language. The students can be stated as being success learners in learning the second language if they can master the speaking skill.

Teaching is the activity of importing knowledge or skill from the teacher to the learner or students. In speaking skill, the students must be active in the class. To make the students active in learning speaking, the students must practice it. In this case, the teacher must be standing beside their students. We should help students speak by helping them find ideas and supporting them, so they feel confident enough to speak. We can give them opportunity to interact with their friend in English.

In teaching speaking we must know what the learning focuses on and we must choose appropriate strategies in teaching speaking based on both the students' background and need.

1. Kinds of speaking activities

This part explores kinds of speaking activities. There are some kinds of speaking activities. Teacher must consider the speaking activities that are appropriate to the students' level, so it can give the best result in teaching speaking.

The following are some kinds of speaking activities. According to Kayi (2013:14) as follows:

a. Informative-gap activities

An informative gap is where two speakers have different information, and they can only complete the whole picture by sharing that information, there is a gap between them. By having discussion they will get information that is appropriate with the picture. In this activities can discuss using English language. This activity is effective because everybody has the opportunity to talk intensively in the target language.

b. Telling story

Telling story is one of activities to practice the students speaking skill. In this activity, students must be able to tell story in English as a target language. Teacher can ask the students to retell the story. They have read from books, newspaper or internet. It helps the students express the ideas in the format of beginning, development and ending. Students can tell about themselves and

their family or friend. When they do so, they can do it easily for telling because it comes from their own experiences.

c. Pictures differences

In this activity students can work with two pictures. The pictures are almost same, but the pictures have some differences. The students' task is to find the differences of the pictures, and the students must give their answer orally. The teacher must find the differences of two the pictures before applying this activity. In the last section the teacher gives more descriptions about difference of the pictures that provided to the students.

d. Discussion

The students are arranged into some groups, and then teacher gives the topic to the students. After that the teacher gives time to the students to discuss it in a group. Then the students represent the results of their discussion in front of the class. The last activity is the teacher gives correction on the students' speaking performance.

e. Describing picture

This is another way to make the students speak up through the use of picture. In this activity, the students are given just one picture and they have to describe the picture. It can be done individually or in group. In a group they can share ideas by describing the picture, and then each group tells the picture in turn.

f. Narrating picture

This activity is based on several sequential pictures. The students are asked to tell the story taking place in sequential pictures by paying attention on the criteria provided by the teacher as a rubric.

g. Story completion

This is a very enjoyable, class with free speaking activity in which the students sit in a circle. In this activity is initiated by teacher who tells a story. The teacher does not tell the story completely. Students should complete the story about four to ten sentences. Students can add new characters, events, descriptions and so on.

h. Role play

Another attractive way of getting students to speak up is by using role play. The students pretend that they are part of social roles. In the role play activities, the teacher can ask the learners, such as who they are and what they think or feel about their roles.

i. Simulations

Simulations are similar to the role plays but what makes simulations are different from the role plays is that they are more details. In the simulations, the students can bring items to the class to create a realistic environment. For instance, if a student acts as a singer, he or she brings a microphone to sing and so on.

C. Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Cooperative learning is an attitude and behavior together in working in which the successful is determined by the member of the group.

In the cooperative learning there is an available interaction among the member of a group and they can reach the results which are suited with the goals, Slavn and Stahl in Solihatin (2008).

Cooperative learning method is used extensively in each subject in every class starting from kindergarten until university. In a cooperative learning all of the students should cooperate, so their team will get the best result. The following are principal of cooperative learning according to Johnson & Holubec (2013:1):

1. Positive interdependence

The teacher should out arrange structure of group and the task of each individually in a group. It makes the students learn and evaluate their self and other friends in a group in mastering and the skill to understand the lesson. Each student in the same group has a unique contribution to make to the joint effort. Team members depend and rely on one another to achieve the goal. Each group member's effort is required and indispensable for group to success.

2. Face to face promotive interaction

In cooperative learning, there is direct interaction and available in discussing the material and the tasks which is given by the teacher. This atmosphere makes the positive interdependence. They will give the feedback, challenging, reasoning and conclusions from their friend.

3. Appropriate use of social, interpersonal, collaborative and small group skill

In cooperative learning, students can't make the other students to force their want, in this case the students should increase their skill in leadership, decision making and communication.

4. Individually accountability

One of the concept of cooperative learning is successful of the study will reach if they do that together. Each individual of the students in a group have two responsible, do the task and share what they have been learned and understood to other friends in their group. So it can determine the successful of their selves and their group.

5. Group processing

Team members set group goals, describe what member actions are helpful or not, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

D. Story Telling

Story telling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. Story telling is told the story to one or more listeners. According to Royanti in Munawaroh (2012:4) storytelling is an effective teaching and assesment tool that enables the reader to focus on specific elements of story structure. In this study, story telling is defined as an activity that enables the students to tell the story with their own language development. Story telling is one of technique to measure the students' speaking skill. We can know how far the students' speaking skill by using story telling.

In this research the researcher take narrative text as a text to telling story. Narrative text is a text which contains about story and its plot consist of climax of the story then followed by the resolution. Narrative text deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution. According to Meyers in Fikri et al (2014:1) argues that a narrative text is an imaginative story to entertain learner or reader about a past story or story related to the real experience, imaginary or complex event. Furthermore by dictionary definition of narrative is description or skill of telling a story. The aim of teaching speaking skill of narrative text is to enable the students to retell a story by using language meaningfully. From the statements above, the writer conclude that narrative is description or event and story such as

legend, fable and folklore which the function is to entertain the listener or the reader.

According to Isdaryanto (2012), there are several types of narrative are legend, myths, fable. A narrative text will consists of the following structure:

1. Orientation is introducing the participants and informing the time and the place.
2. Complication is progressing of plot which includes rising actions, climax and falling action.
3. Resolution is showing the way of participants to solve the crises or the problem.

E. Talking Stick Strategy

This part presents three important aspects of Talking Stick Strategy : its definition, the procedures of its implementation and the advantages, disadvantages of using Talking Stick Strategy.

1. Talking Stick Strategy

Talking stick is a strategy used in Americans to invites all the people to speak up or to give their opinion in discussion. For long time ago Indian ethnics used this method as a good and wise facilitation without taking side each others. Talking stick is used by the councils to decide who will have the right to speak up. When the leader starts discussion, he must hold the stick then the stick is moved to another person who wants to speak or to respond to the topic. After all of the

member give opinion, the stick is returned back to the leader of a discussion.

Talking stick is one of cooperative strategy to make students to be more active in the speaking class. According to Laura Candler (2013:2) Talking Stick is a strategy that encourages all the students to participate equally in the learning. The student who gets the stick must answer the question from the teacher or follow the teacher's instruction. Talking Stick Strategy does not only train the students to speak up but also creates fun and active condition in the class. Usually the students are not confidence to practice the conversation but by using talking stick strategy the students got some opportunities to practice their speaking because whoever the students who holds the stick they should speak up. It participate the passive students to participate in the learning.

2. Procedures of implementing Talking Stick Strategy

In talking stick strategy, whoever student who holds the stick should answer the teacher question or follow the teacher's instruction. According to Aini in Rahayuningsih (2013:9) describes the procedures of Talking Stick as follows:

- a. The teacher prepares the materials and a stick.
- b. The teacher explains the main topic. Then, the students read and learn the materials for some minutes (10 minutes).

- c. The teacher commands the students to close their books and takes a stick.
- d. The teacher gives the stick to a student.
- e. The teacher sings a song or plays music while the stick moves one student to another until the song or music stops.
- f. The student who gets the stick must stand up and answer the teacher's questions.
- g. Then, the stick rolls on again until each student gets the stick and takes part in the learning process.
- h. Finally, the teacher gives the evaluation and makes conclusion.

3. The Advantages and Disadvantages of Talking Stick Strategy

Talking stick strategy is one of the techniques that can make the students speak up in speaking class. Students can express their ideas confidently. Every strategy has advantages and disadvantages. According to Aini in Rahayuningsih (2013:10) define that Talking Stick has strengths and weaknesses. The first advantage is it can attract the student's preparation, so they are more serious in learning because in talking stick strategy whoever the student holds the stick when the music is stopped, they can get the opportunity to speak up. Second is this method trains the students to comprehend and recall the materials vividly. Meanwhile the disadvantage of talking stick is students can be under pressure. They should speak up when they hold the stick. Students who hold the stick should

answer the teacher question. If they cannot answer the teacher's question, the students are discouraged in learning.

F. Previous Study

Studies about talking stick have been done by some previous researchers. In this graduating paper, the researcher reviews several related studies to support this paper as mentioned:

Rahayuningsih thesis entitled *Improving Students' Vocabulary Mastery through talking stick method for the Second Grade Students of SMPN 3 SALATIGA in the Academic Year of 2012 /2013*". The present study was classroom action research. The focus of study is in improving vocabulary. The method of collecting data were used observation, interview, test instrument and field note. The populations were eighth grade students of SMPN 3 Salatiga in the academic year of 2012/2013. Total numbers of students of the eighth grade are 249 students. The sampling technique was purposive sampling. The sample was VIII G class consists of 22 students as the sample. She explained the result that Students enjoy and join with fun learning activities in the class. The talking stick method makes them confidence to speak English and there are feedback between teacher and students.

The next is Arbaina thesis entitled *the reading ability of recount text of eighth grade students of SMPN 1 Mejobo in academic year 2013/2014 taught by using group work with talking stick*. The present study was experimental research one group pretest posttest design. The

focus of study is in reading ability. The instrument was test. The populations were eighth grade students of SMP N 1 Mejobo in academic year 2013/2014. Total numbers of students of the eighth grade are 273 students. The sampling technique was cluster random sampling or group sample. The sample was VIII F class consists of 30 students as the sample. She found that group work with talking stick can develop the students' ability, motivation and concentration in learning and can improve for getting knowledge and result of study, it can be cognitive, psychomotoric although affective, and it can make the situation and condition more conducive during teaching and learning process, also can develop the activities and creativity by various media or method. Moreover they feel comfortable in learning process because the teacher provides them with the interesting method. She assumes that this method is good to apply in teaching reading ability of recount text of the eighth grade students because it could be seen from the result of post test was higher than the result of pre test.

Referring to the previous studies above, there were some gaps or differences of the previous studies with the present study. The present study used pre-experimental design one group pre-test post-test design applying Talking Stick. The focus was on finding the effectiveness of the Talking Stick toward students' speaking skill. The populations were eighth grade students of SMPN 5 Tulungagung in the academic year of

2015/2016. Total numbers of students of the eighth grade are 282 students.

The sample was VIII I class consists of 30 students as the sample.