**CHAPTER II**

**REVIEWED OF RELATED LITERATURE**

In this chapter, the researcher explains out about the definition of speaking, teaching speaking and the definition of short story.

1. **The Nature of Speaking**
2. Meaning of Speaking

Chaney (1998:13) states 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 the action of providing information or expressing one’s feeling in speech; a productive, verbal skill and non-verbal skill of producing language. Speaking is also depending on the context speaking being used. For example, speaking between students is about the assignments, score and books. It is different if speaking used by the fisherman. They often speak about the boats, weather and fish harvest among fisherman.

In sharing meaning of speaking, means to connect or build communication to capture a right understanding between two persons or more in speaking activity. Understanding or minding produces information as the result of communication by context variation used by the speaker.

1. The Components of Speaking

The way of conveying speaking beside uses minding, there are three kinds of components in speaking like vocabulary, grammar and pronunciation.

1. *Vocabulary.*

Hornby (1995:1331) states vocabulary is the total number of words in a language. Vocabulary is the list of words; it means that all words can be classified into vocabulary e.g.: noun, adverb, adjective, and etc. Vocabulary helps to learn the four basic skills of English, they are reading, speaking, writing, and listening. Without having large vocabulary, the people will be impossible to easy to study it. And without having many vocabularies it is impossible to make sentences in communication and express their feelings. In communication through language, vocabulary holds the most important role.

1. *Grammar*.

Joyce and Burns (1999:03) state that grammar can be taken from two definitions. The first definition is from *Masquarie Dictionary.* It is focus on grammar as a system, while the second definition that is from Longman definition. It is focus on the idea of grammar as a rule. He only states that grammar is essentially about the systems and patterns we used to select and combine the words. In order to communicate people must share a common system which is why people who speak different languages cannot understand one another- they are using different system, grammar is one of the essential systems, so, it means that people must know about grammar in order to use the language appropriately in social context.

1. *Pronunciation.*

Kenyon (1969:3), states that “a remarkable aspect of our readiness to criticize pronunciation is the fact, which becomes overwhelmingly obvious to even the beginner in phonetics that we do not know what sounds we ourselves actually pronounce, until we have attained some elementary knowledge of phonetics”. In addition, Johnson (2001:16) states that pronunciation comes a surprise to many there are definite ‘rules’ which given govern how we pronounce our native language. Pronunciation ability depends on the similarity between individual sounds and supra segmental like stress and tone in the first language and second languages, the ways in which these sounds combine with each other, called ‘phonotactic’ grammatically and the relationship between the spelling and sound system.

Nowadays, all around the world, also students of all ages are learning to speak English. They realize that they require mastering in speaking skills as a target language even speaking English is not easy. In speaking English, the learners have to take rehearsal with the components of speaking, too, such from the explanation above, vocabulary, grammar and pronunciation. Bayle (2005:2) defines “speaking is an interactive process of constructive meaning that involve producing and receiving and processing information. It is spontaneous, open-ended, and involving, but it is not completely unpredictable.”

As stated above, in the process of expressing utterances, people use their mind to think and produce something in their brains, and then they deliver it. Of course when people talk each other, they produce and receive some utterances to get information. After getting information that be hoped, their mind process it again and again and deliver it. That is all the cycles of sequences speaking.

1. **The Nature of Teaching Speaking**

This sub chapter covers seven points about teaching speaking; those are the meaning of teaching speaking, purpose for teaching speaking, and teacher’s strategies in teaching speaking, teacher and learners’ role in speaking activities, speaking activities, learners’ process in learning speaking, and learners’ problem in learning speaking. The explanation of each literature is as follow:

1. Meaning of teaching speaking

Nunan (2003) states that teaching speaking meant is to teach ESL or English Second Language learners to:

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

Based on the Nunan’s ideas above, teaching speaking English encourage students as the learners to produce the sounds and its patterns in delivering the numbers of idea in their mind in spoken way. Teaching speaking English also, use word and sentence stress, intonation patterns and the rhythm of the second language in emphasizing the utterances that are conveying so that making the other students and the teacher knowing what is meant by the students as the speaker with what the emphasized on. Further, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

In the teaching speaking absolutely need themes of what setting the speaking material served; need the correlation between the setting and the correspondent utterances, thus, the students are able practice speaking English after learning using the themes in certain setting and people of there. Teaching speaking also teaches the learners to organize their thoughts in a meaningful and logical sequence. Of course not if they spoke with the inconsistent of sequencing ideas. It needs to be settled the main idea about what utterances in delivering are to make the speaker and the hearer not getting misconception. Using target language, means English, also can use to be expressing of values and judgments.

Again, using English in spoken way have to be related with the contents area of speaking are. Related to the values, people, especially students take English as the target language, can absorb the moral value in their speaking activity, or vice versa, they can judge something or someone or someplace base on their logical minded. Last, speaking also teach the learners to speak fluently, quickly and confidently. Those are the challenging in learning speaking English. However, by comprehending the teacher spelling, reading the spells of words in English dictionary and practicing regularly, of course, the three barriers can be skipped.

1. Purpose of teaching speaking

Speaking is very important part in studying English. People need to speak in order to communicate one-each other and make a good communication. When someone was born, he learns how to speak, and speaking can make him communicate or contact with other person. Speaking is a crucial part of second language teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Related to the extension of explanation above, the ability to speak is also needed the fluency in delivering sounds or utterances in expressing ideas. Fluently purposes not only knowledge of language features, but also the ability to process information and language. In learning language especially learning speaking, the learners need to have more and more in practicing that language while the teacher have to motivate, assist and guiding them to reach the goal of learning and teaching speaking. Also in teaching speaking English, the students are able to reach speaking ability by having routine doing rehearsal in every chance as they have. Harmer (2007:269) states that by practicing speaking the students will build some language features as follow:

1. *Connected speech*; effective speakers in English need to be able to produces the individual phonemes of English (as in saying *I would have gone*) but also to use fluent connected speech (as in saying *I’d’ve gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (linking *r*), or weakened (through contraction and stress patterning). It is for this reason we would involve students in speaking activities designing specially to improve their connected speech.
2. *Expressive Devices*; native speakers of English change the pitch and stress of particular parts of utterances, very volume and speed, and show by other physical an non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). 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 such supra segmental features an devices in the same way if they are be fully effective communicators.
3. *Lexis and Grammar*; spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of pertain language function. Teachers should therefore supply a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock, approval. Where the students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they produce at various stage of an interaction.
4. *Negotiation Language*; effective speaking benefits from negotiator language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening someone else talk. For students this is especially crucial. Speaker also needs to structure their discourse if they want to be understood, especially in more writing-like speech such as giving presentations. They use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood.

Besides building the language features that we have discussed above, practicing speaking also will build mental/social processing. If part of speaker’s productive ability involves the knowledge of language skill such as those discussed above, sues is also depend upon the rapid processing skill that talking necessitates. Harmer (2007:271) said that the mental/social processing included:

1. *Language Processing*; effective speakers need to be able to process language in their own heads an put it into coherent order so that is come out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and proportionally appropriate sequences. One of the mains reasons for including speaking activities in language lessons is to help students develop habit or rapid language processing in English.
2. *Interacting with others*; most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening and understanding of how the others participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.
3. *(On-the-spot) Information Processing*; quite apart from our response to others’ feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instants response is very culture-specific, and is not prizes by speakers in many other language communities.
4. Teacher’s Strategies in Teaching Speaking

Nunan (2003) states about those are below related to teachers’ way in completing speaking activities in the class:

1. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
4. Indicate positive signs when commenting on a student's response.
5. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
6. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…"
7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
10. Provide the vocabulary beforehand that students need in speaking activities.
11. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Djamarah and Zain (2010:5) clear teaching strategy is a kind of pattern in teaching towards the learners as the application of teaching activities to reach the goals as settled before.

The using of strategy in teaching speaking is benefit in empowering speaking practice and learners’ speaking activities are provided by the teacher. By using strategy, it makes teacher easier in assisting the process of teaching speaking atmosphere.

1. Teacher and Learners’ Role In Speaking Activities

In the process of teaching speaking English, there are numerous things that play a significant role towards making it a smooth, pleasurable and constructive process. First of all, the teacher is a person who set the tone for a great learning environment related to speaking activity. Second, the students or learners who are studying at the school means class; or people who are learning a subject or skill. This case is speaking English. Then, the characteristic of the good learner is concentration, both in class and in the study place. A good learner pays attention to the teacher while delivering the lesson and also to their classmates, when they are asking a question about the lesson or answering the teacher’s questions.

Furthermore, all elements are combined, the learners responsible for their advancement in learning speaking and should be organized, attentive and should be prepared to study, so as to be successful in the work they have undertaken. In order for them to achieve this though, the teacher is responsible for the learning process to a great extent. If the teacher turns the classroom into an enthusiastic and encouraging place for learning (as well as organized), then the learner will enjoy being there as well.

1. Speaking Activities

There are a lot of activities in speaking such conversational exchange, oral interview, short talk, group discussion and role playing, games, and story retelling. Those are the clear explanation about the speaking activities in learning:

1. Discussions

After a content-based lesson, a discussion can be held for various reasons. The learners may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that learners do not spend their time chatting with each other about irrelevant things. For example, learners can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of learners, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and learners learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet learners may avoid contributing in large groups. The group members can be either assigned by the teacher or the learners may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the learners should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

1. Role Play

One other way of getting learners to speak is role-playing. Learners pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the learnersthat "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 1984)

1. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, learners can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the learners. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

1. Information Gap

In this activity, learners are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.  Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

1. Brainstorming

On a given topic, learners can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so learners will be open to sharing new ideas.

1. Storytelling

Learners can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps learners express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Learners also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few learners to tell short riddles or jokes as an opening. In this way, not only will the teacher address learners’ speaking ability, but also get the attention of the class.

1. Interviews

Learners can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to learners so that they know what type of questions they can ask or what path to follow, but learners should prepare their own interview questions. Conducting interviews with people gives learners a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each learner can present his or her study to the class. Moreover, learners can interview each other and "introduce" his or her partner to the class.

1. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for learners 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 learner starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Learners can add new characters, events, descriptions and so on.

1. Reporting

Before coming to class, learners are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Learners can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

1. Playing Cards

In this game, learners should form groups of four. Each suit will represent a topic. For instance:

1. Diamonds: Earning money
2. Hearts: Love and relationships
3. Spades: An unforgettable memory
4. Clubs: Best teacher

Each learner in a group will choose a card. Then, each learner will write 4-5 questions about that topic to ask the other people in the group. For example:  
  
If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

1. Is money important in your life? Why?
2. What is the easiest way of earning money?
3. What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that learners are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production.  Rather, learners ask open-ended questions to each other so that they reply in complete sentences.

1. Picture Narrating

This activity is based on several sequential pictures. Learners are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

1. Picture Describing

Another way to make use of pictures in a speaking activity is to give learners just one picture and having them describe what it is in the picture. For this activity, learners can form groups and each group is given a different picture. Learners discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

1. Find the Difference

For this activity learners can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Learners in pairs discuss the similarities and/or differences in the pictures.

In this study the researcher takes retelling story because it not takes any longer time and simple for Senior High School learners.

Learners spent their lot of time telling other students or people stories and anecdotes about what happened to us and other people. Learners must be able to tell story in the target language, in this case in English. Teacher can encourage the learners to tell story which they have read in their book or found in newspaper or in internet. The best stories of course are those which the learners tell about themselves and their family or friends.

1. Learners Process in learning Speaking

Bandura in Pressley’ book (1995:217-218) says there are four phases of learners learn something then produce the performance:

* + 1. Attention Phase. The learners concern to the learning material.
    2. Retention Phase. In this case, the learners store what they got from the material.
    3. Reproduction Phase. This phase, the learners performed is what they got.
    4. Motivation Phase. This phase, the learners receive the motivation as the reinforcement. The teacher should give the learners motivation in the form of award; at least admire the students’ work.

Those are learners’ process in receiving till conducting what they got as the process of their learning phase as in daily life.

1. Learners Problem in learning speaking

The learners often face some difficulties in learning speaking. Especially when practicing speaking. Some of learners may successful in practicing speaking activities, but most learners also get many difficulties with speaking activities. Ur (1996:121) said some problems with speaking activities, here are:

1. *Inhibition*. Unlike reading, writing and listening, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.
2. *Nothing to say*. Even they are not inhibited, you often hear learners complain that they cannot think anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
3. *Low or uneven participation*. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that is one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
4. *Mother tongue use*. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less ‘expose’ if they are speaking their mother tongue. If they are talking in a small group it can be quite difficult to get some classes-particular, the less disciplined or motivated ones to keep to the target language.
5. **The Nature of Short Story**
   1. Meaning of Short Story

A short story is a brief work of [literature](http://en.wikipedia.org/wiki/Literature), usually written in [narrative](http://en.wikipedia.org/wiki/Narrative) [prose](http://en.wikipedia.org/wiki/Prose). Emerging from earlier oral [storytelling](http://en.wikipedia.org/wiki/Storytelling) traditions in the 17th century, the short story has grown to encompass a body of work so diverse as to defy easy characterization. At its most prototypical the short story features a small cast of named characters, and focuses on a self-contained incident with the intent of evoking a "single effect" or mood. In doing so, short stories make use of plot, resonance, and other dynamic components to a far greater degree than is typical of an [anecdote](http://en.wikipedia.org/wiki/Anecdote), yet to a far lesser degree than a [novel](http://en.wikipedia.org/wiki/Novel). While the short story is largely distinct from the novel, authors of both generally draw from a common pool of [literary techniques](http://en.wikipedia.org/wiki/Literary_technique).

* 1. Characteristics of Short Story

Short stories have no set length. In terms of word count there is no official demarcation between an [anecdote](http://en.wikipedia.org/wiki/Anecdote), a short story, and a novel. Rather, the form's parameters are given by the rhetorical and practical context in which a given story is produced and considered, so that what constitutes a short story may differ between genres, countries, eras, and commentators. Like the novel, the short story's predominant shape reflects the demands of the available markets for publication, and the evolution of the form seems closely tied to the evolution of the publishing industry and the submission guidelines of its constituent houses.

The short story has been considered both an apprenticeship form preceding more lengthy works, and a crafted form in its own right, collected together in books of similar length, price, and distribution as novels. Short story writers may define their works as part of the artistic and personal expression of the form. They may also attempt to resist categorization by genre and fixed form.

* 1. Components of Short Story

Short story has five components in it way of serving such as, setting, plot, characters, conflict and theme. *Setting*: is the time and place in which the action of a story happens. Setting is also about the stated condition or situation. [*Plot*](http://edtech2.boisestate.edu/weltys/502/conceptmap.html#plot)*:* is the flow of the story. It can be flashing back, continuous, and or both of them flow. Plot is the chain of related events that explains what happens in a story. *Character*: A person, animal, or imaginary creature in a story, play, or another literary work. Character also describes a particular of quality that the represented have. There are two characters in short story, are Protagonist; e main or important characters in a story and antagonist; a person who is strongly opposed to something or someone. [*Conflict*](http://edtech2.boisestate.edu/weltys/502/conceptmap.html#conflict): it is the struggle between opposing forces. *Theme*: The general idea or message about life that is revealed through a work of literature.

* 1. Generic Structure of Short Story

Meanwhile, the generic structures of short story are: 1) Orientation, gives background information about the characters and their situation. 2) Complication, introduces one or more events or problems the characters have. 3) Refection, tells why or how the events are significant for the characters and includes information on their thoughts and feeling. 4) Resolution is the end of the story. It tells how or if the problems were solved.

* 1. The Use of Short Story

Short Story is one of authentic materials that can elevate the students’ achievement in learning speaking. Short story itself is a result of literature. Collie & Slater (2011: 3-4) state that Literature is ‘authentic’ material. Literature is a valuable complement to such materials, especially once the initial ‘survival’ level has been passed. In reading literary texts, learners have also to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of written mode: with irony, exposition, argument, narration, and so on.

Collie & Slater (2011:196) state that short story are often an ideal way of introducing students to literature in foreign language classroom. With the content of story that it is not too long, it gives easiness not only for students but also for teacher. Short stories especially are valuable for sessional courses, summer courses or the like; or for teachers with shifting classes: evening course for example, or continuous-intakes adult classes.

In the process of reading and comprehensive the literature, a reader can discover their thoughts, feelings, customs, possessions; what they buy, believe in, fear, enjoy; how to speak and behave behind closed doors. This vivid imagined world can quickly give the foreign reader a feel for the codes and preoccupations that structure a real society. Literature is perhaps best seen as a compliment to other materials used to increase the foreign learner’s insight into the country whose language is being learnt.

Corbett (2013:166) clarifies English literature now commands such a central position in the study of arts and humanities that is salutary to remind ourselves of how recent a curriculum innovation it in fact is. According to John Corbett’s opinion, there is appropriate about short story has part in improving and elevating teaching and learning English with its arts and humanities aspects.

Patel (2008:53) states “Literary has important objective at higher secondary stage. Literary develops a taste for English literature by reading prose, poetry, story, etc.”

As stated scientists above, means literary support teaching and learning. It is also kind of media in making fun teaching and learning, especially teaching English in secondary stage. By reading story or short story it supports teaching speaking and learners’ speaking outcomes.

In Indonesia, the learning with short story is a good learning because short story itself has moral values about humanities and corresponds to the aims on Curriculum Based Characters is being applied.