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 method, the advantages and disadvantages of talking stick method 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 as cited 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.

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 as cited 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 as cited 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. The before, 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

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) 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 as cited in Cahyati (2016 : 13) 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.

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 (2006 : 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 for telling because it comes from their own experience.

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 as cited in Solihatin (2008 : 20).

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 as cited in Cahyati (2016 :18) :

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 pro motive 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 as cited in Munawaroh (2012 : 4) storytelling is an effective teaching and assessment tool that enables the reader to focus on specific elements of story structure. In this study, storytelling is defined as an activity that enables the students to tell the story with their own language development. Story telling in this study 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 (2005 : 78) 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. According to Isdaryanto as cited in Cahyati (2016 : 21), there are several types of narrative are legend, myths, fable. But in this study, researcher only take narrative story (simple legend forms) because appropriate to the tenth grade of senior high school based on the 2013 curriculum.

There are some features of a Narrative Text as Anderson & Anderson states (1997:8) :

1. Constructing a narrative

The steps for constructing a narrative text are:

- An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.

- A complication that sets off a chain event that influences what will happen in the story.

- A sequence of events where the characters react to the complication.

- A resolution in which the characters finally sort out the complication.

- A coda that provides a comment or moral based on what has been learned from the story (an optional step).

2. Language features of a narrative

The language features usually found in a narrative are:

- Specific characters and places using : adjectives to describe nouns – heavy, frosty, transparent, grumpy.

- Time words that connect events to tell when they occur – once upon a time, long ago, then, last week.

- Verbs to show the actions that occur in the story – hid, ate, ran, whispered, looked.

- Adverbs – to describe verbs : quickly, secretly, energetically, suddenly.

- Similes – to compare one thing with another, using like or as …. As – as bright as the moon. The kiss felt like a butterfly's wings against her cheek.

- Conjunctions – to arrange the events – then, before, after, soon, etc.

- Direct and indirect speeches are often used.

- Grammar that often arise in making the narrative text are – using tenses "past", both simple, past perfect, past continuous, past perfect continuous, past or future could be continuous.

3. Structure of narrative texts

There are four stages in a narrative (and an optional fifth stage). Frequently the four steps will be repeated, increasing the suspense of the story. Able writers creating developed narratives may play with the structure, creating far greater variety in format.

a. Orientation

The orientation may be brief or continue for several pages, allowing the writer to create a visual picture of the setting, atmosphere and time of the story. Generally the main character and possibly some minor characters are introduced with some minor characters are introduced with some details about their personalities, attitudes and appearance. The details chosen (e.g. the relationship of the characters, where they live, the time they live in and what they're aiming to achieve) may be important for the later development of the story. The orientation forms he background for complication.

b. Complication

A problem or series of problems interrupt or complicate he lives of the characters. These problems help to build up the suspense and have to be resolved one at a time. Realistic stories generally have one complication, but most adventure stories will have a series to build up excitement.

c. Series of events

In this part of the story a sequence of expected and unexpected actions affect the setting, atmosphere, characters or time.

d. Resolution

The resolution brings the series of events to a close and resolves the main problem, challenge or situation that the story is based on. The main character has to act to resolve the situation in a believable way to stop a disaster occurring. There may be a temporary resolution resolving some of the problems and at a later stage a final resolution.

e. Reorientation/coda

The usual pattern of life returns but changes have taken place or knowledge has been gained from the experiences. This may be written in the form of moral or coda, e.g. in a fable.

E. Talking Stick Method

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

1. Talking Stick Method

Talking stick is a method 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 Method was developed by Spencer Kagan (1992 : 1). It is a group of study where the student learnt independently from one another, each student has the same chance to express their ideas and concern with equal participant of students. It is one kinds of cooperative learning. According (Mukrimah, 2014 : 159) talking stick method is a method of learning assisted with the help of a stick. Who holds the stick must talk or answer questions from the teacher after the students learn the material that has been given. These learning methods to train students speak, create a fun atmosphere and make students active.

2. Procedures of Implementing Talking Stick Method

There are some steps in applying Talking Stick Method. The procedure of Talking Stick Method according to Kagan (1992) is as follow:

a. Students make a group consist of five students.

b. Teacher prepares the talking stick.

c. Teacher states the material and gives the students a chance to read and to understand the material on their book.

d. Students discuss the material in group.

e. After they read the material, students have to close their book.

f. Teacher gives the stick to one member, and then gives a question related with the material.

g. The students who get the stick have to answer the question. The stick is passed until all the students get the opportunity to answer the questions. In order to choose whoever should get the talking stick, the teacher can use music and stop it every 10-15 seconds.

h. The other students may help if their member gets difficulty to answer the question.

i. Teacher makes a conclusion of the material.

Moreover, Mukrimah (2014 : 159) describes the procedures of Talking Stick as follows:

a. The teacher prepares a stick.

b. The teacher forms a circle position

c. The teacher prepares material, then gives the material and the student must understand the material.

d. After learning the material, the teacher asks the students to close the material.

e. Students who form a circle are told to count and memorize their respective numbers.

f. The teacher mentions the free number, the student goes forward and takes stick to answer the teacher's questions until all the students answered participate.

g. The teacher concludes.

h. The teacher closes the lesson.

In this study, the researcher applies the procedures of Talking Stick Method are modified from Mukrimah (2014 : 159) to make it appropriate with material that is narrative speaking (simple legend forms), they are as follows :

a. The teacher asked the students to make a group, 16 students divided into 4 students in group.

b. The teacher gave a material about narrative text, the example of narrative text (simple legend form) different stories in every meeting.

c. The teacher explained the material about narrative text (definition, purpose of narrative, generic structure, language feature of narrative text)

d. Asked the students to read and discuss with their group about story in the text.

e. The teacher gave 10 minutes to students to prepare their self.

f. Students who form a circle in front of class.

g. The first, teacher gave stick to leader in circle.

h. Students sing a song while the stick moved one student to another until the teacher said 'stops'.

i. When the song stopped the students who hold the stick must speak up and retell a narrative story with their own words until all the students speak up in circle. Students could develop stories (their vocabulary) based on from previous students.

j. Teacher gave duration 3 minutes in each student to retell a narrative story with their own words.

k. The teacher gave feedback on pronunciation and their grammar.

3. The Advantages and Disadvantages of Talking Stick Method

Talking stick method is one of method that can make the students speak up in speaking class. Student can express the idea confidently. Every method has advantages and disadvantages. According to Kagan (1992) define that Talking Stick has strengths and weaknesses as well. Strengths are keep the students alert, helps the teacher realizes if the students listen and understand it or not, the teacher talks less and the students talk more. Weaknesses are time consuming, it doesn't always lead the students to talk more, one student can dominate answering the teacher's questions, it can be met by silence. Whereas according to Mukrimah (2014 : 160) define that Talking Stick has strength and weakness. The first advantage is it to test the readiness of students to speak. The second is practice reading and understanding the material quickly from learning first. Disadvantages according Mukrimah is make students shy if they can't answer the question or can't speak up.

F. Previous Study

There were some studies related to the use of Talking Stick Method in teaching and learning process. Here, the researcher summarized some previous studies which could be guidelines for the researcher in conducting the new one and explaining the way this study was different from the previous ones. The following explanations were the highlights of some previous studies related to the use of Talking Stick Method.

The first research was conducted by Maria Magdalena Ana Sarastri (2016) from University of Slamet Riyadi Surakarta, entitled *"Improving Students' Speaking Skill By Using Talking Stick Method (A Classroom Action Research at the Tenth Grade of SMAN Colomadu Karanganyar in the Academic Year 2015 /2016)"*. In her thesis, she used Classroom Action Research (CAR) consisted of two cycles. The subjects of this researcher were the students of the Tenth Grade at SMAN Colomadu Karanganyar. The students' speaking skill analyzed quantitatively by comparing the mean scores of the speaking before the actions (pre – test), after the action of cycle 1 (post – test 1) and after the action of cycle 2 (post – test 2). It can be seen from the students' mean score of pre – test was 2.3. After the implementation of Talking Stick Method, mean score of post – test 1 was 2.7. Then, the researcher conducted post – test 2 with the mean score of post – test was 2.9. It can be said that Talking Stick Method could improve the students' speaking skill of the Tenth Grade at SMAN Colomadu Karanganyar In the Academic Year 2015/2016.

The second research was conducted by Iskandar (2014) from State Islamic University Sultan Syarif Kasim Riau, entitled *"The Effect Of Talking Stick Method Toward Students' Speaking Ability At The First Year Students Of MA Al – Qasimiyah Sorek Satu Pelalawan Regency"*. In him thesis, he used pre – experimental in the form of one group pre – test and post – test design. The subjects of this researcher were the students of the Tenth Grade at MA Al – Qasimiyah Sorek Satu Pelalawan Regency . The method that used in this research was quantitative method which the data served by numerical and tested by statistic

formula of t – test. The researcher used oral test as the instrument of the research. The mean score of pre – test was 55.60, while post – test the mean score increased become 68.10. Based on the result of the research, the students' score increased after using Talking Stick Method. It mean that Talking Stick Method is effective to be applied in teaching speaking and also had significant effect towards students' speaking ability of the Tenth Grade at MA Al – Qasimiyah Sorek Satu Pelalawan Regency.

Based on some previous studies related to the use Talking Stick Method indicating that it has been effective to be applied, the researcher conducted a further research on the use of Talking Stick Method toward students` narrative speaking skill. Difference from previous studies, the researcher focuses on narrative speaking skill with topic simple legends and used quantitative approach by quasi – experimental in the form of nonrandomized control group pretest – posttest whereas in previous studies used classroom action research design and pre – experimental in the form of one group pre – test and post – test design in recount speaking.