

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents related literature concerning to the conceptual idea of Speaking, teaching speaking, story completion, and previous studies.

A. Conceptual idea of Speaking

The conceptual idea of speaking discuss about speaking, speaking skill, and speaking types.

1. Speaking

a. Definition of speaking

Speaking is known as oral skill that plays necessary role in human interaction and communication. Learning to speaking is considered more difficult by students than learning to understand the spoken language. Speaking ability is important process of language leaning. When the people communicate their ideas, minds and feeling to the other to deal so far with the concept of oral skills.

There are some definitions given by linguists and in the following :

1. Byrne in Muhtar (2014) says that, oral communication is a process between speakers and listeners, involving the productive skill o speaking and the receptive skill o understanding. Both the speakers

and the listeners have positive function to perform. The speakers has encode the message to be conveyed and appropriate language while the listeners (no less actively has to decode or interpret) the message.

2. Brown (2001) speaking is an interactive process of constructing that involves producing and receiving information, its forms and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking it is often spontaneous, open-ended an involving.
3. Bahar (2013) speaking the act of saying something orally in which the act is built by a language system containing grammar, vocabulary, pronunciation as well as cultural awareness in a spoken discourse.
4. Fulcher (2003) speaking is the verbal of a language to communicate with others. Its function is to convey message which lies in structure and meaning of all languages, whether it is written or spoken.
5. Another definition is from Harmer (1991) who states that, when two people talked to each other, it means that, speaker makes a define decision to address someone. Speaking forced on him in some way probably but still can that they want or intend to speak

or he will keep silent. He has some communicative purposes namely speaker say thing because they want something to happen of what they say. The teacher has an alternative capacity to create new sentence if he is a native speaker.

Therefore, in formal environment between teachers and students have to always interact to make communication. Because in the fact, most of our daily communication remain interactional. It can interest in language was essential. Therefore, language instruction should provide learners with opportunities for meaningful communicative behavior about relevant topic by using interaction as the key to teach language for communication because communication derives essentially from interaction.

2. Kinds of speaking

Speaking is commonly divided into two kind. According to Juniati (2014) points out kinds of speaking. They are speaking performance and speaking competency.

1. Speaking performace

Juniati (2014) states that performance is the person's process or manner of play. Therefore, people may concluded that, speaking performance is the doing of speaking. It involves the way where someone communicates the formations, ideas and opinions to other one.

2. Speaking competency

Juniati (2014) states that, competency is having the ability, skill, and knowledge to do something. Then through this basic definition, people may concluded that, speaking competency is in which someone has capable, adroit and knowledge to speak skillfully.

3. The element of Speaking

In speaking, speakers are not only expected that they can speak and communicate with others but also they must understand the elements involved in English speaking particularly. Harris in Amri (2013) states here as follows :

1. Pronunciation

Many students study English speaking decided that, English is difficult to learn. Especially pronunciation, most of the students are lazy to learn it. So, commonly when the students speak, the teacher is difficult to understand what they are saying. It means that student have low understanding about pronunciation. According to Nurhayati (2015), the learner has to know what a word sounds like (its pronountiation) and what it looks like (its spealling). There are fairly obvious characteristics and the other will be presented by the item for learner when encountering the item aspects are accurately presented and learned.

Pronunciation is result of producing the sound speech including articulation, vowel formation accent and style. The concept of “pronunciation or the sound of the language” may be said to include :

a). Pitch

Pitch is a way to show the speakers mood. Most of the people have a pitch range that normally sign of tension or emotion, for example, the pitch of the speakers voices may change dramatically. We often speak at a higher pitch that usual we are frightened or excited. But, sometimes when we are tired, bored, or down our pitch may be lower than normal.

b). Intonation

Intonation is really important in communicating in order to know what the speakers means. Intonation tells the listeners what someone means and how they fell about it. Indeed, to recognize the difference between making a statement and asking a question.

c). Sound and spelling

Sound and spelling is two cases which are really needed in speaking skill. Both of them use to help a listener accept the messege from the speaker easily.

d). Stress

Stress is the term use to describe the point in a word or phrase. Stress is vitally important in conveying meaning of words, phrase and sentences.

2. Vocabulary

Good in Siska (2014) defines vocabulary as content and function words of language which are learned so thoroughly so that become part of child's understanding, speaking, and later reading and writing vocabulary.

3. Grammar

According to Oxford Dictionary (2011), Grammar is rules of forming words and making sentences.

4. Comprehensibility

According to Hornby (2014) said that, comprehensibility is a ability to understand, know or get the speakers' point (message) to other or partner.

5. Fluency

According to Hornby (2014) states that, fluency is the quality or condition of being fluent.

4. Principle of teaching speaking

Brown in Amiqah (2014) classify as the principle for designing speaking techniques, they are :

- 1). Technique should cover the spectrum of learners' need, from language based on accuracy to message-based on interaction, meaning and fluency.
- 2). Techniques should be intrinsically motivating.
- 3). Techniques should encourage the use of authentic language in meaningful context.
- 4). Provide appropriate feedback and correction.
- 5). Take advantage for your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.
- 6). Capitalize on natural link between speaking and listening. Many active technique that involve speaking will also of course including listening.
- 7). Give student opportunity to imitate oral communication

Principle of teaching speaking have to notice by teacher in order to make students comfortable and motivate in learning. Teacher also have to give students' opportunity to imitate and practice more talk. The important point of speaking was something as message that one received information from someone and message sent be verbal and non-verbal language. However, generally people used verbal language to communicate whether face or not.

5. The characteristic successful of speaking.

According to Juniati (2014), there are some characteristics of speaker when their knowledge is used in speaking activities. They involve :

1. Learner talks a lot. As much as possible, the period of the time allotted to the activity is in fact accepted by learner talk. This way seems obvious about often most time is taken up by teachers' talk.
2. Participant is even. Classroom discussion is not dominated by minority of talkative participants, they all get a chance to speak, and contribution is fairly and evenly distributed.
3. Motivation is high. Learners are able to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant easily comprehensible to each other, and of an acceptable level of language accuracy.

B. Teaching speaking

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure

memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

C. Story completion

Story completion is one of the techniques that use to improve students speaking skill. According to Kayi (2006) said Story completion is a very enjoyable, whole-class, free-speaking activities 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.

According to Ghiabi (2014), this technique helps students' speaking skills improving. In this type of teaching students creativity also improve; in contrast to story retelling, in this technique students must use vocabulary of their own. This is an open task and it is students who manage the story and try to complete it. There are a number of ways in which story completion can enhance intercultural understanding and communication.

1) Stories can :

- a) Allow students to explore their own cultural roots
- b) Allow students to experience diverse cultures
- c) Enable students to empathize with unfamiliar people/places/situations
- d) Offer insights into different traditions and values
- e) Help students understand how wisdom is common to all peoples/all cultures
- f) Offer insights into universal life experiences
- g) Help students consider new ideas
- h) Reveal differences and commonalities of cultures around the world

2) There are other benefits of story completion :

According to Ghiabi (2014), there are benefits of story completion, such as:

- a). Stories promote a feeling of well-being and relaxation.
- b). Increase children's willingness to communicate thoughts and feelings.
- c). Encourage active participation.
- d). Increase verbal proficiency.
- e). Encourage use of imagination and creativity.
- f). Encourage cooperation between students.
- g). And enhance listening skills.

There are some advantages of using story completion technique in teaching speaking. According to Ghiabi (2014) said story completion gives students an opportunity to speak at length, if they can, without teacher

interruption in an informal setting. Teacher can ask students to tell a story as if they were telling it to someone who is not familiar with it. According to O'Malley and Pierce in Ghiabi (2014) said that story/text completion has many advantages. There is:

- a) Students produces oral report
- b) Can be scored on content or language components
- c) Scored with rubric or rating scale
- d) Can determine reading comprehension, and speaking development.

D. Previous studies

Based on the search to the study authors around implementing the Story completion technique, there are studies have been carried out by previous authors. The author found some relevant studies results with a title as a following:

Rahmawana (2017), From the thesis found that the result of the research is the researcher suggested recognizing story completion as one of the technique to increase the students" speaking skill in teaching narrative text. The researcher found that there was a significant increase of students speaking skill after being taught narrative text through Story Completion technique. It can be seen from the difference of mean in pre-test and also post-test.

Buana Mutiara Santerika (2017), From the thesis found that the result of the research is showed that there was an increase of students' speaking

ability after being taught through story completion technique. This research use pre-experi,emtal research design with quntitative approach, and describe effectiveness of using Story completion to improve student speaking ability.

The next previous study conducted by by Fajriati Anisa (2018), the research design of this research is Pre-Experimental, and the target are students of SMAN 3 Pariaman. This research has similarities, and the similarities are both of these research use Story Completion and the material is Recount text.