

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about some related information topic of the recent. It is intended to provide some theoretical concept which could support this investigation. The discussion is presented under the following sub headings:

A. Speaking

1. The Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Many people said that speaking is the activity of paying attention to give information to other people. "Speaking is having conversation by using specific language" Helen (1987). In expressing speaking we can see the children use the language. They are able to express emotion, gestures, explore the language, and make fun on it. So they expect to be able to speak in English. Allen (1987) state learning speaking is a long process; firstly, students must carefully repeat models and imitate the teacher. They may memorize basic sentence to gain confidence in their ability to speak the second language. They may practice sentence and do oral drill. These activities are preliminary to actual conversation, in a sense; these activities may be term. In speaking ability there are many activities that can be done as well as a great deal of principles to be kept when conducting speaking ability. According to Sadtono (1983), the activities can be done for

speaking skill as follow; students practice fix phrases (formulate), students practice or make a dialogue, students play game, students perform a kit, students conduct a role play, students use a picture, comic strip, news or video for discussion, students solve a problem, seminar or debate and many more.

2. The Element of Teaching Speaking

According to Harris (1986), there are five elements used in speaking ability such as pronunciation, grammar, vocabulary, fluency and comprehension:

a. Pronunciation

Pronunciation here, however refer to the standard of correctness and regional differences. It means, it will create misunderstanding toward listeners invited to speak and the message will be conveyed, will lose and difficult to be comprehended. Harmer (1991) said that users of the language must know how to say a word that is how to pronounce it.

This knowledge is made up of three areas; sounds, stress and intonation. To clear about pronunciation, according to Manser (1995) pronunciation is a way in which a language and a word are spoken. From the explanation above, it can be concluded that pronouncing a sound or language can result a certain sound or a lot of sounds. It means that pronunciation is one of five important elements of speaking ability with the aim is to makes students be able to communicate with others well and understandable.

b. Grammar

Grammar is one of three English components and also one of speaking abilities to support and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in leaning and speaking skill. Manser (1995) stated: “Grammar is a great deal of rules for forming words and making sentence”. The explanation above shows that grammar is focuses on some roles to from words that can be easily understood and match whit the rules. In addition, it also focuses on how to make good sentences and easily comprehended.

c. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role in speaking English skill. That’s why, if the students have a lot of vocabularies, their speaking will be fluent and they are not confuse in pronouncing or producing a lot of words just because have many vocabularies. Conversely, just few vocabularies they have, it does not guarantee their speaking will be fluent, and also will face hardship in pronouncing and producing many words that they want to convey.

English speaking ability has a set of qualities that must be rated. Harris (1986) states that the qualities are as follow: vocabulary limitation so extreme to make conversation virtually impossible, misuse of words and very limited vocabulary make comprehension quite

difficult, frequently uses the wrong words; conversation sometimes limited because of inadequate vocabulary, sometimes using inappropriate term and or must refresh ideas because of lexical inadequacies, the use of vocabulary and idiom are virtually that of native speaker.

d. Fluency

The students can be called master of English or have a good ability in English if they can speak fluently. It means the student's fluency in English as a sign that they are master of English. To know about fluency, according to Manser (1995), fluency is an ability to speak a language smoothly and easily. Actually, the students who can speak English fluently, they will not have any difficulties in pronouncing or producing a great deal of word. Be sure their pronunciation production of words must be effective and suitable with the reading in the dictionary not up to their wish only. For instance they use jargon language.

Harris (1986) says, "Fluency is the easy and speed of the flow of speech". According to Harris (1986), that there are five qualities that must be rated in fluency of speaking. They are as follow: speech is co halting and fragmentary as to take the conversation in virtually impossible, usually hesitant, often force into silence by language limitation, speech and fluency are rather strongly affected by language problems, speech as fluent and errorless as that of native speaker.

e. Comprehension

Manser (1995) states that comprehension is the power to understand something. The power refers to the students' ability to make their speaking can be understood easily by other students' listening or inviting to speak. Comprehension here is closely related to good pronunciation, mastering grammar well, has a great deal with vocabularies and fluency too. For example, students are capable of speaking fluently, and having majority vocabularies, but their mispronounce lots of words and cannot arrange good sentences. It is impossible that the students who are listening to comprehended their speaking.

According to Harris (1986), that there are five sets of qualities to berated in comprehending English speaking. They are as follows: cannot be said to understand even the simple English conversation, has a great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetition, understand early everything at normal speed, although occasion and repetition may be necessary, appear to understand everything without difficulty.

B. Storytelling Technique

1. Definition of Storytelling

According to O'Malley and Pierce story or text retellings involve having students retell stories or text selections that they have listened or read (O'Malley and Pierce, 1996). Storytelling is an oral sharing of a

personal or traditional story, told using the essence of the tradition from which it originates (Sasked, 2011). As a shared experience between teller and listener, it offers natural language experiences for students. Storytelling can be an enjoyable activity for both tellers and listeners and should be engaged in at all grade levels. The teacher should model storytelling before expecting students to tell stories. As well, students should have opportunities to listen to Native Elders and other storytellers who can provide enjoyment and act as role models for their own storytelling experiences.

Storytelling is the conveying of events in words, images and sounds often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and in order to instill moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view. In retelling, choosing to read a story or text orally to students means that you will be assessing both listening comprehension and speaking skills. Retellings are appropriate for individual assessment of students at the beginning and intermediate levels and require no preparation on the part of the student. Language function must likely used in story/text retelling are describing, giving information, and summarizing. Some essential criteria of a story telling may include accuracy in describing the setting, the characters, or a sequence of events: range of vocabulary; and appropriate syntax. To prepare for the story or text retelling, choose a story

or text with which the students is familiar and that is appropriate for the age and grade-level of the students.

2. Advantages of Using Story Telling in Teaching Speaking

According to O'Malley and Pierce story telling gives students an opportunity to speak at length, if they can, without teacher interruption in an informal setting (O'Malley and Pierce, 1996). Teacher can ask students to tell a story as if they were telling it to someone who is not familiar with it. Routman stated in O'Malley and Pierce book for English language learners, retelling helps developed oral language proficiency as well as reading comprehension (1996). J.B Heaton also said telling stories often measures other skills such as reading comprehension, memory and organization. (1975)

Rybold (2006) recommends introduce presentation by telling stories because it is the easiest and most effective. Telling story that introduces your topic draws the audience in easily. Practice your story so you do not have to read it. The advantages of a story/text retell lies in the potential for eliciting an extended amount of talk from the student. In their book of Authentic assessment (O'Malley and Pierce, 1996) said that story/text retelling has many advantages. There is:

- Students produces oral report
- Can be scored on content or language components
- Scored with rubric or rating scale

- Can determine reading comprehension, reading strategies, and language development.

C. Reasons For Video Implication

A great advantage of video is that it provides authentic language input. Movies and TV programmes are made for native speakers, so in that sense video provides authentic language input (Katchen,2002). That is to say, it is obvious that the practical implications of video in the classroom in any classroom environment it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. Any selected short sequence from the programme can be utilized for intensive study.

To pay special attention to a particular point in the programme it is possible to run in slow motion or at half speed or without sound. Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone.

Using visual clues to meaning in order to enhance learning is an important part of video methodology. The other point that should be focused is that in foreign language to interpret attitude is very difficult owing to the fact that the listener concentrates himself on the verbal message, not the visual clues to meaning. Video gives the students practice in concluding

attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language.

It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening. On the other hand, besides advantages, the disadvantages of video should also be taken into account. The main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology.

Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students.

D. Previous Studies

There are several previous studies written by students of English Department of IAIN Tulungagung.

1. "The Effectiveness Of Using Storytelling Technique To Improve Speaking Ability Of Second Year Students At SMPN 1 Boyolangu Tulungagung In Academic Year 2010 / 2011". Written by Herminda.

Her study used experimental with quantitative approach to second year students of Junior High School with the priority on how they could build up their competency in speaking by using storytelling technique. The result of this study indicated that storytelling gave great contribution for students in Junior High School level in improving their speaking ability.

The result of this study is: that retelling technique effectively improved the students' ability in speaking.

2. "The Effectiveness of Using Video Youtube Toward Students' Speaking Ability at the Second Grade of MTs PSM Mirigambar Tulungagung In Academic Year 2014 / 2015". Written by Lia Selfia Yunita.

Her study used experimental with quantitative approach to second grade of Junior High School with the priority on how they could build up their competency in speaking by using video youtube method. The result of this study indicated that this method gave great contribution for students in Junior High School in improving their speaking ability. The result of this study is: that video youtube technique effectively improved the students' ability in speaking.