

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter presents and discusses about some definitions or theories related to this research. A conceptual framework that shows the importance of the study is also presented here.

#### 2.1 Definition of Speaking

Speaking is one of the way to communicate one to other. Hornby (1995) stated that speaking is one way to communicate which ideas and though a message orally. People need to speak in order to communicate. It can be to deliver opinion or thought which between speaker and listener are understand each other. Solcova (2011) stated that speaking is an activity at least two people as the speaker and the listener, and they know what exactly they talk. Brown & Yule (1999) states that oral communication (or speaking) is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.

In education, speaking is one of skill that the students should be mastered in learning English. According to Rebecca (2006:144) speaking is the first mode in which children acquire language, it is part of the daily of most people with language activities, and it is the primer motor of language change. Another explanation is speaking as a productive skill, is very complex requiring the simultaneous use of a number of different abilities, which often develop at different rates (Gate, 2003).

From the explanation above, speaking is ability or skill to communicate or to express ideas which at least include two people as the speaker and listener and they understand what they talk about even in conversation or do monologue spoken.

##### 2.1.1 The Elements 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 inEnglish speaking particularly. Harris (1999) states here as follows:

#### a. Pronunciation

Many students study English speaking decided that, English is difficult to learn. Especially pronunciation, most of the student 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.

Pronunciation is ant or 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:

##### 1) 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 exited. But, sometimes when we are tired, bored, or down our pitch may be lower than normal.

##### 2) 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.

##### 3) 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 message from the speaker easily.

##### 4) Stress

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

#### b. Vocabulary

Vocabulary is the function words of language which are learned so thoroughly so that become part of child’s understanding, speaking, and later reading and writing vocabulary.

c. Grammar

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

d. Comprehensibility

Comprehensibility is a ability to understand, know or get the speakers' point (message) to other partner.

e. Fluency

Fluency is the quality or condition of being fluent.

### **2.1.2 Speaking Ability**

Ability is something special that have by student. According to Hornby (1995) ability is a natural or acquired talent or skill that have by students. In other word, speaking ability is the ability to communicate or to express ideas, opinion or message orally. Even though speaking ability is not easy for students to master it, because the ability to speak is not only speak in a good pronunciation or apply grammatically orally but students have to know when and where to use the sentences and to whom in order the listener can understand what actually students talk about.

Speaking ability is one of important skill that should be mastered for students besides listening, reading and writing as the curriculum of learning English. In order in speaking, students are not only can do conversation with teachers, friends or others but also can speak to deliver message orally or speak in monologue text.

Therefore many students think that speaking skill is somewhat difficult because it is different with their native language. Moreover to speak is not a simple as we think but we have to understand the components of speaking to make our speaking is able to be understood. According to Harris (1999) there are five components that are generally recognized in analyses of the speaking process: pronunciation, content, vocabulary, fluency and comprehension.

### **2.1.3 Teaching Speaking**

Teaching speaking is needed by the students. It can stimulate students motivation in learning English. The principles for teaching speaking are depend on the objective, focus on both fluency and accuracy, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, the students opportunities to initiate oral communication, and encouraging the development of speaking strategy (Brown, 2004).

Nation & Newton (2009) states that teaching speaking involves three areas of knowledge: the first is pronunciation, grammar and vocabulary. The ability is to use the right words in the right order with the correct pronunciation. The second is function transaction and interaction: knowing when clarity of message is essential (transaction/information exchange) and when precised understanding is not required (interaction/relation building).

Teaching and learning process of English in Senior High School is based on the curriculum of the school. The latest approach stressed that the language is acquired through communication. The basic language assumptions are the first is language as a means of communication is used to express meaning grammatically and the second is learning a foreign language is how to communicate of using language itself as a target language, written orally. They are supported by the elements of the target language.

### **2.1.4 Principle of Teaching Speaking**

Brown (2000) 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.

### **2.1.5 Problem in Teaching and Learning Speaking**

There are some problems which common happen in speaking class including lack of knowledge, mother-tongue use, uneven participation and inhibition (Ur:1996). The first problem is lack of knowledge. According to Bailey (1994), lack of knowledge means students have nothing to say because teacher does not choose appropriate topic related to them. It is difficult for the students to respond when the teacher ask about that topic because they do not have ideas to express it. The second is mother-tongue use, some of students use their mother tongue because it is not difficult. According to Harmer (2001), there are some reasons why the students use mother tongue in the classroom. 1) If the students do not know the topic well, so they will use their mother tongue to make them easy. 2) The students will use their mother tongue if the teacher did not ask them to speak English. The third problem is uneven participation, each student will have little time to talk because just some of them can speak and usually there are some students will dominate in the class. The last is inhibition, if students want to speak foreign language they usually feel inhibition because they afraid to make mistakes and feel shy with other friends.

According to Brown (2001:270-271) there are some problems which make speaking difficult such as:

1. Clustering, it means that not word by word but easy speech is phrasal. Through clustering, students can categorize their output both physically and cognitively.

2. Redundancy, it means the orator has a chance to make meaning more understandable through redundancy of language and students can take advantage of the feature of spoken language.
3. Performance variables, it means that one of the benefits of spoken language is the method of thinking as you converse lets you to obvious a certain number of pauses, corrections performance hesitation and backtracking. Learners can be taught how to hesitate and pause for example we put certain fillers such as “*well, I mean, like, you know, um, etc*”. In those hesitation phenomena which make the difference between native and not native speakers.
4. Stress, rhythm and intonation, it is the most essential of English pronunciation. Its intonation patterns and stress-timed rhythm in spoken English express important messages.

Colloquial language, it means that make your students are sensibly well familiar with phrases, idioms, words of colloquial language and obtain practice in creating those forms.

Kayi (2006) identifies some factors which cause speaking difficulties such as: Students does not have motivation to convey themselves, they are worried to make mistake and get criticism or shy. They have limited time or only a few participant can speak at the time because of large classes and some students will dominate speak in the class and others will speak not at all or just a little. Students tend to use their mother tongue because it is easier than use foreign language. But if they usually use mother tongue, so they will not usual to speak English and their tongue feel stiff.

From the explanation above, those problem in speaking are possible to obstruct students' language development in the teaching-learning process. Thus, in teaching speaking, teachers should always encourage the students, not allowing students to become discouraged when they make mistakes. They have to understand that making mistakes is part of the learning process. Then, teachers should provide some classroom speaking activities in which students can engage actively.

### **2.1.6 Assessing Speaking**

Assessing speaking is difficult to do because several factors may influence teacher's opinion on giving score. Speaking is multifaceted skill needing the simultaneous use of dissimilar ability which frequently expands at different functions. One teacher with others can give different score of speaking. Such as giving ranging score from 5 to 1 is very difficult to do because the line of dissimilarity between stages are quite not easy to identify. According to Brown (2004:140) stated that to solve that problem, teacher requires giving various scores for each answer and every score stand for one of various scores for each answer and every score stand for one of various features such as grammar, fluency, comprehension, pronunciation, and vocabulary use. There are two key methods for assessing oral speech. Those are analytical and holistic scoring. The analytical scoring is final product by breaking down into criteria parts and every part is scored separately. It is become specify into two feature to be assessed every performance level and offers a separate score for every performance. The process of this method engages the separation of a variety of features of a convention (Nakamura:2004). This process is used to know the weakness or strength and detailed feedback from student's performances.

However, the use of holistic method employs numeric rating to give score of student's performance (Mayo:1996). The process of this method is seeing the achievement of learners in language learning. Each method has advantages and disadvantage. The advantage of holistic method is quick scoring, efficient for his group scoring, more realistic, and provides an impression of students' achievement. It does not over detailed information, it is not easy for scores to make a decision on one overall score and it does not diagnostic. On the other hand, disadvantage of analytic scoring is needs many time to score speaking performance, offering more essential diagnostic information of students' speaking ability.

Assessment has main role in teaching learning process. By assessing students, teacher can measure their student's understanding materials that have been giving in their classroom. That is one of the significant aspects to test

student's comprehension. According to Fulcher and Davidson (2007:196), assessment becomes not really damage set of actions but rather way see the evidence available of learning activities which focus on student's practice. In teaching learning process, learners have to more lively to practice what have done explained by the teacher in classroom. The function of assessment is as guide teacher to give score to students and help them to recognize what knowledge, activities, and understanding which help their progress.

From those explanation, it can be conclude that assessment in speaking skill has main role in language teaching process. From those activities, we can know which task or strategy that can help students understand material and can measure their ability that they get in the class.

## **2.2 Story Completion Technique**

Researcher conducts story completion in teaching speaking in order to know the significant effect of it. So, in this part the researcher will explain more about 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 whole class, very enjoyable, 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 stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four until ten sentences. Students can addnew characters, events, descriptions and so on.

Ghiabi (2014), say that this technique helps students' speaking skills improving. In this type of teaching students creativity also improve, in contrast tostory retelling and this technique students must use vocabulary of their own.

### **2.2.1 Story Completion Technique in Teaching Speaking**

Story Completion is free-speaking activity for which students sit in a circle, a teacher starts to tell story, but after a few sentences they 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, description and so on.



(Kayi:2006) stated that story completion is one of a new technique in teaching speaking of narrative text which can improve the students' speaking skill. It might be caused by the real-life situation of the class which can make the students interested in following the lesson as,, and then story completion is an activity which very enjoyable in whole class. The learners will easily be plunged into the plots of the story as they had to tell the part of the story decided.

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 used vocabulary of their own.

Fazildinova (2016) said about story completion that we read or tell the beginning of an interesting story to the pupils. It may be from life or from your textbook. Students finish the story orally. One student may finish the story or many pupils could add to the story in turn. This is a very enjoyable, whole-class, free-speaking activity for which students sits in a circle. Each student is supposed to add from four until ten sentences. Students can add new characters, events, description and so on.

### **2.2.2 The Procedure of Dice-Story Completion**

There are some steps in applying dice-story completion technique adopted from Kayi (2006), steps to use story completion technique in the classroom, they are as follows:

- a. Teacher asks students to make groups consist of 6 students in each group
- b. The researcher explain the steps of dice-story completion technique
- c. The researcher show the video
- d. The students watch the video
- e. The researcher share lottery numbers to each group
- f. Each students should have a lottery numbers
- g. The researcher ask the chairperson of each group to do *hompimpa*
- h. The winner of *hompimpa* come forward to play story completion using dice
- i. The researcher starts to tell a story in the beginning

- j. After a few sentences, he or she stops narrating
- k. The researcher throw the dice and the dice number that falls based on the students' lottery number gets the chance to continue the story
- l. Then, each student starts to narrate from the point where the previous one stopped based on the lottery number
- m. Each student is supposed to add from four or five sentences

### **2.2.3 Advantages and Disadvantage of Using Story Completion Technique**

According to O'malley and Pierce (1996), there is the advantage of story completion technique in teaching speaking such as 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. Routman stated in O'Malley and Pierce book for English language learners, completion helps developed oral language proficiency as well as reading comprehension (1996:106). Furthermore, telling stories often measures other skills such as reading comprehension, memory and organization . In their book of Authentic assessment O'Malley and Pierce (1996:12) said that story/text completion has many advantages as follows:

- a. Students produce an oral report, it can be scored on content or language components, it is scored with rubric or rating scale, and it can determine reading comprehension, and speaking development.
- b. Stories promote a feeling of well-being and relaxation.
- c. Increase children's willingness to communicate thoughts and feelings.
- d. Encourage active participation.
- e. Increase verbal proficiency.
- f. Encourage use of imagination and creativity.
- g. Encourage cooperation between students and enhance listening skills.

From the explanation above, it can be concluded that story completion technique is an appropriate technique to improve the students' speaking competence. Because each student has ready to speak in front of the class.

On the other hand, story completion also have the disadvantages, such as:

- a. Students' need many vocabularies to tell a story, where the most EFL students, especially in Indonesia, lack of vocabulary.
- b. Teacher should prepare stories which appropriate to senior high school students' age, ability, and knowledge.

From the description above, it can be concluded that there are some disadvantages of story completion technique. However, it is not a big problem as long as the teacher can conduct the class. The teacher can manage them by following the step and make relax students' relax by the enjoy situation that she creates in the class. So the students can follow this technique with comfortable.

### **2.3 Review of Related Study**

There are several previous studies that support this strategy which can be implemented effectively and efficiently in the class. The first was conducted by Aritonang and Septri (2014) entitle "Improving Speaking Skill Thorough Story Completion for 1<sup>st</sup> Semester of English Students in University of Palangkaraya". The design is using both qualitative and quantitative approach. Qualitative data obtain through interview and observation. While, quantitative data will collect through speaking test. The aim is to see whether there is an increase of students' speaking skill after being told using story completion technique. The data was taken in English Department and Study Program, University of Palangkaraya which participants are students in the first year by collecting assessment sheets, questionnaire, and observation. The data is analyzed by using percentages. The result show that the use of story completion technique significantly improves students' speaking achievement, because the mean score of post-test is better than the mean score of pre-test. But, suggestions of their research that is try to apply story completion in other level. So, the researcher here will conduct this study story completion technique in speaking skill with different level of implementation.

The second previous study by Rahmawana (2017) entitle "Using Story Completion in Teaching Speaking to The Second Grade Student of SMAN 6 Soppeng". The design is using quantitative research and the aim is to determine

the use of story completion technique in improving student's speaking skill at the second grade of SMAN 6 Soppeng. The result showed that the use of story completion as technique in teaching speaking was effective in improving the students' speaking ability because the students' score of post-test was higher than pre-test. Rahmawana's study is not complete yet because in his study did not show the score of each aspects such as pronunciation, vocabulary, grammar, comprehension, and fluency. So, the reader did not know the students' score of each aspect. The researcher directly calculate overall using classification, frequency and percentage. It can make the reader confused how to give the student's score.

The third previous study conducted by Wisnu Wijaya, Muhammad Sukirlan, Sudirman (2014) entitle "The Implementation of Story Completion Technique In Teaching Speaking". This study involves the subject of students in Senior High School grade X social 1 Reseacher used mixed method research design. It is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and method in a single study to understand a research problem. The design used in the quantitative reseach was One Group pre-test and Post-test design. Design based on Hatch and Farhady (1982:20) T1 X T2. Then, the Reseacher used participant observation in three times treatments to conduct qualitative. The result and discussion, there was significant increase of students' speaking skill after being taught by Story Completion. It can be seen result of posttest was higher than the result of pretest.

The fourth previous study conducted by Shima Ghiabi (2014) entitle "Investigating the Effects of Story Retelling Technique as a Closed Task Vs. Story Completion as an Open Task on EFL Learners' Speaking". The aim of the research is the effect of story retelling and story completion. Story Retelling : the process by which a student listens to or reads a story and summarize or "retells", the story in his or her own words is a technique that ties into these learning experiences and is an effective way to improve students' reading comprehension and consequently their speaking. Then, Story Completion : is a very enjoyable, whole-class, free-speaking activity for which student 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, event, descriptions and so on. The result is researcher can be said that story completion seems better than story retelling for developing students' speaking skills. It seems students in the story retelling method are not creative and use vocabularies of the story, but in the story completion method students are more creative and use their own vocabularies and also they pay more attention to the grammar of their speaking.

The researcher does this study according to the fifth previous study by Raissa, Patuan, and Deddy(2015) entitle "Student's Speaking Achievement Through Story Completion Technique". The design is using quantitative design. The aim was to find out whether there was an increase of students' speaking achievement after being taught through story completion technique and also to find out the aspects of speaking of the students that increase most after being taught by story completion technique. The result showed that, the highest score increased in speaking aspect is in comprehension. Meanwhile, the lowest score is in pronunciation aspect. It is because of the implementation of story completion technique only give opportunity to the students to speak just 2 until 3 sentences. It means, there is the lack of opportunity given by the teacher to the students. Finally, the result showed that using story completion technique is significant for comprehension aspect. Because students can comprehend what teacher said when the teacher told the plot of the story and the students can comprehend when teacher begin to narrate the story and the students continue it. So, the students get high score in comprehension aspect but not in pronunciation aspect. Whereas, pronunciation aspect is also important as comprehension aspect in speaking skill. So that is why, the researcher will do this research again, because she want to increase students' speaking skill especially in pronunciation aspect with different steps using story completion technique.

Based on the previous studies above, there are differences and similarities between those previous studies with the present study. For the differences in this

study with others, the researcher wants to add the dice as the media in story completion technique in order to different with other studies. The other differences are in the level of implementation and also research design, because the previous study used both qualitative and quantitative design while this study will use quantitative design. The last is about the focus between those previous studies and this study are almost the same which is all of those studies are identify achievement, improvement, effect, attitude of students by using story completion technique in the learning process. For the similarity, the researcher focused on the implementation of story completion technique as teaching strategy in the speaking class.