

II. LITERATURE REVIEW

This chapter discusses about the literature review used in this study, such as: speaking, speaking in EFL, components of speaking, teaching speaking, technique in teaching speaking, story completion technique, story completion as a technique for teaching speaking, procedures of story completion technique, advantages and disadvantages of Story Completion technique, theoretical assumption, and hypothesis.

2.1. Speaking

Speaking is one of the productive skills beside listening. It is not only to say a word or sound, but one of way to communicate ideas, express our feeling, and etc. There is such a process of understanding the message from the speaker.

Morris (1984:24) states that it is speaking, which serves as a natural mean of communication between communities both for expression of thought and a form of social behavior. As Shumin (1997) describes that effective in social interaction requires the ability to use the language appropriately in social interaction. In other words, speaking is a tool which expresses ideas and communicates directly in a society.

Then, Brown (2001:270) says that sometimes students make any mistake to speak English well and fluently or they find it difficult to do it. Many factors might influence that case. According to Arsyad (1991:2), speaking ability is not pure the innate ability in speaking, it will not develop well if there is no continuous. The statements imply that the students are able to face some problems in speaking, including making any mistake to speak English when they communicate to somebody else. Also, speaking skill will not develop well if they don't accustom themselves to speak English.

In addition, Bailey and Savage (1994:7) say that speaking in a second or foreign language has often been viewed as the most demanding of the four skills yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and real time, drives us to attempt to speak fluently and correctly. McDonough and Shaw (1993:152) state that speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and/solving a particular problem or establishing and maintaining social relationship and friendships.

Based on the definitions above, it can be concluded that speaking is the skill which is used to communicate with other people and becomes the process of sharing with other people of one's knowledge, interests, attitude, opinions, or ideas by using words or sounds of articulation.

2.2. Speaking in EFL

Studying English without practising speaking is useless because through speaking, people can express their minds, ideas and thought freely and spontaneously. To most people, mastering the art of speaking is the single most important aspect of learning a foreign language, and the success is measured in terms of the ability to carry out a conversation in the language. However, practically speaking in the EFL is not easy because most people are still unfamiliar with it. So, the researcher would like discuss the concept of speaking and components of speaking.

2.3. Components of Speaking

Each skill in learning English has some components, including speaking. So when we discuss speaking ability, we have to know its components because it is very important in evaluating speaking skills. Harris (1978:81) mentions five components of language that influence speaking skill, they are fluency, grammar, vocabulary, pronunciation, and comprehensibility. Those five components are explained as follows:

a. Comprehensibility

Syakur (1987) defines comprehensibility for oral communication that requires a subject to respond to speech as well as to initiate it. This idea means that if a person can answer or express well and correctly, it shows that he/she comprehends or understand well.

b. Grammar

It is needed for students to arrange a correct sentence in a conversation. It is in explanation suggested by Heaton (1978:5) that student's ability to manipulate

structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. From this concept, it can be concluded that grammar is the important aspect to be mastered by the students in speaking. The students are asked to use the appropriate grammar when they are speaking. They should not make any error in terms of grammar. The common error found in some students when they are speaking is the existence of Verb and to be in one sentence. For example : I am study English, and etc.

c. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Willid (1990) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Thus, vocabulary means the appropriate diction which is used in communication. The students are expected to use the appropriate diction when they are speaking so that the other people understand easily. For example, the student wants to say analyze but he/ she says classify. If the diction is not accurate or appropriate, the meaning of the sentence will change too.

d. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Based on this concept, it can be stated that the students should speak with the right pronunciation so that there will be no misunderstanding from the other people. The students should be careful of the

words which have the almost same sound with the others, such as *know* / nɒʊ/ with *now* / naʊ /.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spending a lot of time searching for the language items needed to express the message (Brown. 1997: 4). It means that fluency is the component which measure whether the students speak fluently and accurately or not. They should not stop and produce *ummm* or *errss* when they are speaking.

While Harris mentions those five components of language that influence speaking skill, Itkonen (2010) also mentions other relevant features as proficiency and coherence. Those two features are explained as follows:

a. Proficiency

Proficiency is the ability of an individual to speak or perform in an acquired language. It is the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired.

b. Coherence

Great public speaking requires coherence. Coherence in speaking is the logical organization, development and connection of ideas of speaking. Coherence results

logical order and good arrangement results in a speech that is easy to follow. It makes it easier to recall the speech and to heed the call to action. Coherence also makes the mind of the audience to stay tuned for each next thought.

From the concept stated above, the researcher sees students' speaking achievement based on those five components of speaking mentioned by Harris. The researcher scores students speaking at pretest and posttest. From those five components, researcher will also see which component of speaking that increase the most after students are taught through Story Completion technique.

2.4. Teaching Speaking

The discussion of teaching speaking is also important since it can be used and related to the research. There are many theories which state the definition of teaching speaking. Teaching speaking is the activity where students can express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill, it is necessary to have clear understanding involved in speech. Teaching speaking is not only instructing the students, but it is the activity of facilitating, managing, and also organizing the students to speak well in the classroom.

The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Burnkart, 1998:2).

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently 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. Then in teaching speaking, there are also principles that should be known by the teacher. Nunan (2003:54-56) says that there are five principles for teaching speaking, they are:

1. Be aware of difference between second language and foreign language in learning context.
2. Give students chance to practice with both fluency and accuracy
3. Provide opportunities for students to talk by using group work or pair work.
4. Plan speaking task that involve negotiation for meaning.
5. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

So, based on the explanations above, it can be resumed that teaching speaking is giving instructions to the students about how they can communicate their ideas, express their feelings, and etc with some principles.

After knowing the components of speaking, teaching speaking can be evaluated then. The teacher should know whether the students are successful in speaking English well or not. Sometimes, spoken language is easy to perform, but in some cases it is difficult (Brown, 2001). In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity adapted from Ur (1996) as follows:

1). *Learners talk a lot*

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

2). *Participant is even*

Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.

3). *Motivation is high*

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objectively.

4). *Language is of an acceptable level*

Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

Those are the characteristics of successful speaking which can be parameter for the teachers to teach speaking. So, it is very useful to discuss characteristics of successful teaching speaking in this chapter because the researcher can see whether all characteristics are reached or not to make the students' speaking ability improves after it is conducted.

2.5. Techniques in Teaching Speaking

Harmer (2009) proposes several activities and games with the only purpose to practice speaking, using and exploring different scenarios. Acting from a script is one of them whose the idea is that the students can act from given scripts with

stories like meetings, short stories, dialogues from the course book, in order to make learners activate their speaking skill. Another suggested activity is the Information-gap game, in which the students can be in charge of solving puzzles, describing pictures and giving opinions, arranging and putting things in a correct order. These activities are examples of Information Gap in a communicative game. Finally, Television and Radio Game is an activity to be done in groups and the intention is to ask questions as it is done on TV shows, or the students can also perform popular programs from the radio or television without hesitation in order to check fluency.

In the same way, Richards (2006) exposes that the Information Gap activities are important because their purpose is to communicate and acquire the information that the people do not possess. The intention is to let the students use their linguistic and communicative resources to obtain the information. The author also mentions the Jigsaw activities, which are based on the information gap. The purpose of these types of activities is to complete the information gathering the parts of it that are distributed among the different participants of the activity. Role-plays are also mentioned by the author as important activity since the students have to exchange information about assigned roles and in that way improvise scenes and finally practice their speaking.

In addition, Holmes (2004) proposes in his compiled book of speaking activities around fourteen kinds of them, some examples are: Warm Up activities, which according to this author “must be first, enabling teachers and students getting them to know one-another”. Another activity is Words, Phrases and Sentences

which the author suggests as an activity which can help the students to search, to find, to remember and to express vocabulary, in order to create concepts, ideas, phrases and sentences by their own and/or in groups. Also the Interactive Role-play is mentioned by Holmes whose aim is to make learners feel pressure since they are responsible for what they have to say; hence, it helps them to interact with both teacher and classmates. Another activity is Traveling and Touring, which, as Holmes proposes, is ideal to go deeply into Anglophone cultural aspects using the language at the same time. Simulating students to be travelers would let them speak with a native person about several subjects as: asking for directions, places, destinations, tourism, geography and themes like those. The last, Fables, Tales and Stories has three main reasons: to make the students read aloud and check their pronunciation, to help the students with the difficult vocabulary words in order to enhance their reading comprehensibility and lastly, to make the participants interpret and exchange ideas about the meaning and the important aspects of the story.

From all those activities mentioned above, researcher was interested to use Fables, Tales, and Stories activity to be used in this research. One of the techniques that use Fables, Tales, and Stories for speaking activity is Story Completion Technique.

2.6. Story Completion Technique

Since story completion is a technique for teaching oral communication, it can be included into one of modified storytelling activity. Kayi (2006) says that story completion is an activity which is very enjoyable in whole class. Story

Completion is a good choice activity to push students to do oral communication. Lansky (1968) mentioned kinds of Story completion. Those are structured doll play test, puppetry, thematic apperception test (TAT) with verbal description, and dramatic production test. Dramatic production test is going to be used for this research. Students are having free speaking activity. Everybody sit or play in a circle. In story completion, everybody should have a lot of idea to get a good story. With conducted by the teacher, teacher starts the play with talking about an interesting story but after a few sentences the teacher stops narrating or talking. Then, each student in one by one starts to talk or narrate from the point one the previous one stopped. Students can tell and explore the idea about the story. They can use their perception and imagination. Students can tell the characters, events, descriptions and so on. Therefore, students will really enjoy to study because they have to speak the idea of the story in a group.

2.7. Story Completion as a Technique for Teaching Speaking

There have been several studies dealing with the teaching of speaking. Rasika (2013) found that there is positive influence of students' speaking ability through storytelling technique. Then, Santy (2011) found that students' speaking skill was increased by using role play technique. She conducts various types of Role Play technique in teaching speaking as the treatment to see the increase of students' speaking skill.

Those previous studies are necessary to be discussed in this research since Story Telling and Role Play are some examples of activity to promote speaking offered by Kayi (2006). He also mentions another example, that is Story Completion

technique. Considering the positive influence of students' speaking skill through Storytelling and Role Play, therefore the researcher is interested in observing students' speaking skill through Story Completion technique, especially for junior high school students. In this interesting technique, students in a group are asked to complete the story which is told by the previous speaker based on the part given by the teacher. Before that, the teacher begins the story that must be completed by the students. It will be an interesting technique because every student is motivated to speak, ignoring the error that they will make later on.

2.8. Procedures of Story Completion Technique

Story completion is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. The procedure of story completion stated by Kayi (2006) is a teacher starts to tell a story in the beginning, 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.

The procedure of story completion is also stated by Ridgeway, Rodrigues, and Waters (1998:211). They conduct experiment for children using story completion. The procedure begins with the mother and child playing in a room of toys for 10 min. They then join in the play session by the experimenter for a short period of time. When the child appears at ease with both the environment and the experimenter, the mother is asked to sit in a corner while the story-telling task is conducted. The session begins with a warm-up story about a birthday part where the child and the experimenter completes the story together to ensure that the

child understand the procedure. The story stems, which represent familiar situations that are likely to elicit attachment themes, are then introduced one at a time in a standard order (Spilled Juice, Rock Climbing, Monster in Bedroom). At the end of each story stem, the child is asked to “show me” (using the dolls) and “tell me what happens next.”

In accordance to those procedures mentioned above, the researcher imitated the procedure of her research using story completion based on theories from previous study by Kayi (2006).

2.9. Advantages and Disadvantages of Story Completion Technique

There are some advantages of using Story Completion technique in teaching speaking. According to O’Malley and Pierce, Story Completion gives students an opportunity to speak at length, if they can, without teacher interruption in an informal setting (O’Malley and Pierce, 1996:106). Teacher can ask students to tell a story as if they were telling it to someone who is not familiar with it. Routman states in O’Malley and Pierce book for English language learners, completion helps developing oral language proficiency as well as reading comprehensibility (1996:106). Furthermore, telling stories often measures other skills such as reading comprehensibility, memory and organization . In their book of Authentic assessment, O’Malley and Pierce (1996:12) say that story/text completion has many advantages. The advantages are students produce oral report, it can be scored on content or language components, it is scored with rubric or rating scale, and it can determine reading comprehensibility, and speaking development.

There are other benefits of story completion such as stories promote a feeling of well-being and relaxation, increase children's willingness to communicate thoughts and feelings, encourage active participation, increase verbal proficiency, encourage use of imagination and creativity, encourage cooperation between students, and enhance listening skills. In addition, benefits of Story Completion technique could be seen from the advantages of stories. Stories can allow students to explore their own cultural roots, experience diverse cultures, enable students to empathize with unfamiliar people/places/situations, offer insights into different traditions and values, help students understand how wisdom is common to all peoples/all cultures, offer insights into universal life experiences, help students consider new ideas, and reveal differences and commonalities of cultures around the world.

From all advantages above, there are also disadvantages found in Story Completion technique. One of the disadvantages is that students need many vocabularies to tell story, where most EFL junior high school students, especially in Indonesia, lack of vocabulary. Another disadvantage is for the teacher. Teacher should prepare stories which appropriate to junior high school students' age, ability, and knowledge.

2.10. Theoretical Assumption

Considering the discussion of the literature review, the researcher believes that story completion technique can increase students' speaking achievement at SMPN 4 Bandar Lampung. The researcher believes that speaking is one of important skills that should be mastered. Then, story completion technique based on Kayi

(2006) is an activity where the students can tell and explore their idea about the story. They will get used to comprehend the story. It will be very enjoyable to study because students can use their imagination. Students also perform in group. They will not feel shy to tell the story, because they do not tell it alone. They also get used to discuss the story in each meeting. They discuss with the teacher and in their group. Therefore, they will get used to comprehend the story. Therefore, the researcher put on an assumption that story completion technique can help students at SMPN 4 Bandar Lampung to increase their speaking achievement because this is an enjoyable technique which motivates them to speak in front of many people.

Since story completion technique can increase student's speaking ability, story completion surely also could increase student's aspect of speaking, which are comprehensibility, vocabulary, pronunciation, grammar, and fluency. From all those aspects of speaking, the researcher believes that comprehensibility is the aspect that can increase the most, because students get used to comprehend some stories. They can also easily comprehend the stories because they work in group, therefore they only get a part of the story, while other parts will be told by the other members in their group. In conclusion, they work together in a group, it will be easier for them to comprehend the story. Therefore, the researcher put another assumption that comprehensibility is the aspect of speaking which increases the most after students are being taught through Story Completion technique.

2.11. Hypothesis

Based on the theories and theoretical assumption, the researcher formulates the hypotheses:

1. There is an increase of students' speaking achievement at SMPN 4 Bandar Lampung after being taught by Story Completion Technique.
2. The aspect of speaking that increases the most is comprehensibility.