II. LITERATURE REVIEW

This chapter has major points: Review of previous research and review of related literatures. In details it explains several concepts of speaking, aspects of speaking, types of speaking, concept of teaching speaking, concept of error correction, advantages and disadvantages, theoretical assumption and hypotheses of the research. The explanation is delivered as follow:

2.1 Review of Previous Related Researches

There have been several studies that investigate the skill and technique or method which are relevant to this research.

The first research is improving the students' writing skill through facilitative error correction feedback (A classroom research for eleventh grade students of MA Nurul Huda Medini Gajah Demak in academic year 2011/2012) conducted by Setianingsih (2012). She conducted the research to improve the students' writing skill by doing this research using facilitative error correction feedback technique. The result of this research showed that the students' writing skill was improved after being taught through facilitative error correction feedback technique. It can be seen from the improvement in average score in all of cycles. Cycle 1 is 43,1%, Cycle 2 is 60%, and Cycle 3 is 76%. Facilitative error correction feedback means

that the responses given by the teacher are to help the students to discover their own ideas and strategies for improving their papers.

The second research is The Use of Storytelling Technique to Improve Students' Speaking Skill (A Classroom Action Research at The First Grade of SMA Negeri 1 Ngemplak Boyolali in The Academic Year Of 2010/2011) conducted by Rafiudin (2011). The objectives of this study are to find out whether or not and to what extent storytelling can improve the students' speaking skill and to describe the teaching learning process when storytelling is applied in teaching speaking. Based on the analysis of data, the writer finds that Storytelling technique can improve students' speaking skill. It can be seen from students' performance during teaching and learning process. Students became more active and all students were involved in teaching learning process. So it can be concluded the use of storytelling is able to encourage studens' speaking ability.

Considering the previous research above, it can be found that there are some differences among two previous research with this research. In the first previous research, the researcher uses the error correction to improve the students' writing skill. In the second previous research, the researcher uses storytelling to improve the students' performance in classroom action research. But in this research, the researcher focuses on the use of oral error correction in storytelling to improve students' speaking ability. It means that this research uses error correction in oral form and uses storytelling as the practical activity to show the students' speaking ability before and after treatments.

2.2 Review or Related Literatures

The researcher proposes a review of related literatures which has a relationship

with this research as basic concepts:

2.2.1 Concept of Speaking

Many experts have defined various definition of speaking. Speaking is one of

crucial skills especially in English that is used to express their opinions, feeling

and ideas. According to Webster (1995:398), speaking is to express idea, thought

or feeling. Therefore we need to speak each other to express idea and feeling.

Although it is suspended by context, humans construct meaning of his opinion

and say to produce by using interactive process. Brown (1994) says that speaking

is an interactive process of constructing meaning that involves producing and

receiving interactive process. Cameron (2002:40) stated that speaking is the active

use of language to express meaning so that other people can make sense of them.

Through speaking, people will feel and understand what others express in

language.

The first important thing in communicating, speakers should understand the

message of what speakers want to say and understood by another people too.

Eventhough, someone is master in grammatical knowledge, if he does not know

the meaning, he will be missunderstanding. Therefore, we should master other

abilities in communication. Huebner (1960:5) says that speaking is a skill used by

someone in daily life communication whether at school or outside. The skill is

required by much repetition, it primarily neuromuscular and not an intellectual

process. It contains the ability in sending and receiving massage because

repetition is needed by people to achieve and master language skill. Doff (1988:2) also says that in all communication or conversation, two people are exchanging information or they have a communication or conversation need. In short, when we speak, we have an interactive process of constructing meaning that involves producing and receiving and processing information (Burns and Joyce, 1997). So, in this research, speaking is a process of oral activity or skill which is used in daily life as a part of communication in which verbal and non-verbal symbol used in transferring massages.

2.2.2 Aspects of Speaking

Speaking can be divided into two types based on the achievement, good speaking and bad speaking. Based on the aspects of speaking, it can be said as good or bad. Harris (1974:75) said that aspects of speaking are:

1. **Pronunciation** is ways of words are pronounced. As what Oster (1985:431) said, one who learns English as a foreign language must be able to use English pronunciation as well as other skills in the language.

2. **Grammar** is a rule system in a language. Lado (1969:221) said that grammar is a system of units and patterns of language.

3. **Vocabulary** is the words used in a language. We can speak at all without vocabulary (Wilkins, 1983:111).

4. **Fluency** is Language production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation (Hedge, 2000: 54).

5. **Comprehension** denotes the ability of understanding the speaker's intention and general meaning (Heaton, 1991:35). Good comprehension refers to good understanding. If someone' language understanding is good, it will affect the speaking ability.

2.2.3 Types of Speaking

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and the status of participants in interactions and also reflect the expression of politeness. Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate. If the participants are perceived as being of uneven power or status, a more formal speech style is appropriate, one that marks the dominance of one speaker over the other. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations (Brown and Levinson, 1978). Brown (2001: 250) says that much of our language-teaching energy is devoted to instruction in mastering English conversation. He classifies the types of oral language as follows:

1. **Monologue** is the oral language involves only one person in it. There is only one person who speaks as in lectures, news casting, radio broadcast, etc. monologue can be divided into two types;

- Planned usually manifest little redundancy and are therefore relatively difficult to comprehend. For example: speeches and order prewritten material, and storytelling.

- Unplanned exhibit more redundancy, which make for ease in comprehension, but the presence of more performance variables in order hesitations can either help or hinder comprehension. For example: impromptu lecturers and long "stories" in conversation.

2. **Dialogue** is the oral language involves two or more speaker in it. Based on the function dialogue can be divided into two types;

- Interpersonal (unfamiliar and familiar), can be subdivided into those exchanges that promote social relationships. Interactional speech is communicating with someone for social purpose (Bailey, 2006)**.** For example: Communicating with other in social situation and daily activities.

- Transactional (Unfamiliar and Familiar), to convey proportional or factual information. Transactional speaking in which someone only speaks in order to get what he wants to get. For example, dialog between seller and buyer.

From the explanation above, the researcher chooses planned monologue as the type of speaking in this research. It is caused by planned monologue can show the students' ability of oral language. Moreover, the aim of this research used an oral error correction to make students know the right way to speak the words or sentences in form of storytelling.

2.2.4   Concept of Teaching Speaking

Teaching speaking is one of the important parts in teaching language. Teaching speaking means teaching how to use the language for communication, for transferring idea, thought or even feeling to others. Basically, language is made as a means of communication. River (1978:6) states that speaking is developed from the first contact with the language that we learn, because we can transfer our ideas, massages, thought or order to people by using speaking. Johnson (1983:23) says that the essence of human language is human activity on the part of the individual to make him understand by another and activity on the part of the other understands what was on the first. Language, as an activity, permits people to communicate with each other. It can be seen from statements that language needs interaction (speaking) in the process to fulfill the purpose and just not a heap of grammar that students have in the school. In this research, teaching speaking means teaching the students how speak to express the idea, give response and transfer messages as interaction with others.

Teaching speaking is to teach English Second Language Learners to produce English speech sounds and sound patterns (Nunan, 2003). It means that through teaching speaking, learners should be able to produce sound of words or sentences. Speaking can be understood and mastered if learners feel the situation as if they are in the real condition where the language they learned is used. In this case, researcher uses oral error correction to reconstruct the students' productivity of words during speaking about the story. If the students make mistakes or error, the teacher will give the justification about the mistakes.

2.2.5 Concept of Oral Error Correction

Error correction is an important element of the teaching/learning process; therefore it should be treated positively (Lyster, 1997; Lyster and Ranta, 1997). In their study that was conducted in an ESL setting, this research conduct a categorization of error, feedback, and uptake to investigate the relationship between error types and types of feedback, and learner uptake.

Certainly the teacher will have to give a correct answer, if only to save time or avoid the confusion of multiple error. Ramirez and Stromquist (1979) found that the overt correction of oral grammatical errors is positively associated with student growth.

The definition of oral error correction should be approached from a historical perspective to see the progress made so far. Traditionally, when the audio-lingual approach to teaching foreign languages was popular among English teaching professionals, errors were seen as something to be avoided. However, today the contemporary research seems to agree on the fact that rather than expecting students to produce error-free sentences, students were encouraged to communicate in the target language and making errors is a natural part of second language acquisition.

Oral error correction focused on phonological, grammatical, and lexical errors and came up with a model of corrective feedback types such as recasts, explicit correction, elicitation, clarification, repetition of error, and metalinguistic feedback. Another focus of their study was on uptake that can be grouped as "self-" or "peer-repair" and "teacher-repair". There are definitions and examples of

each type oral error correction based on (Lyster, 1997; Lyster and Ranta, 1997) as follows:

1. Explicit correction: Clearly indicating that the student's utterance was incorrect, the teacher provides the correct form. This correction is the feedback of the teacher when student is wrong spontaneously.

   Example:

   Student: there is a little milk in fridge.

   *Teacher: + in **the** fridge.*

   From the case above, the student make a mistake in grammatical form, especially in using article to specify something. So, the teacher gives input "the" as the correction. But in this case, teacher gives correction in spoken language.

2. Recast: The teacher implicitly reformulates the student's error, or provides the correction without directly pointing out that the student's utterance was incorrect.

   Example:

   Student: he <u>like</u> pop-music.

   *Teacher: yes, he **likes** pop-music*

   In the case above, the student make a mistakes about the grammatical error during speaking, especially when using –s or –es in verb one at presenttense type. But, the teacher give input implicitly by giving an opening with "yes" then repeat but repair the word from "like" to "likes".

3. Clarification request: The teacher indicates that the message has not been understood or that the student's utterance included some kind of mistake and that a repetition or a reformulation is needed by using phrases like "Excuse me?".

Example:

Student: there aren't many /<u>hotıls</u>/ in this town.

Teacher: again?

In the case above, the student make a mistake in pronouncing the word "hotels". The student speak "*/hotıls/*" then the the teacher give an input "again?" to make the student think again about what he speak and repeat the word in correct pronunciation. The student should speak "[həˈtels]".

4. Metalinguistic clues: The teacher poses questions like "Do we say it like that?" or provides comments or information related to the formation of the student's utterance without providing the correct form.

Example:

Student: there <u>isn't</u> any books.

Teacher: + Do we say it like that?

Ds: there isn't any <u>money</u>

From the case above, the student make an mistake in using word "any" and continouing with plural noun "books". Then, The teacher do not give an input, he just ask again by using "*Do we say it like that?*" or give another example with another word but same form.

5. Elicitation: The teacher directly elicits the correct form from the student by asking questions (e.g., "How do I ask somebody to clean the board?"), by pausing to allow the student to complete the teacher's utterance (e.g., "He is a good…") or by asking students to reformulate the utterance (e.g., "Can you say that again?").

   Example:

   Student: there are a few books in my /lıbrari/

   Teacher: in my…?

   In the case above, student make a mistake in pronounce word "library". He should speak [ˈlaibrəri], but he speaks */lıbrari/*. Then, the teacher pausing to allow the student to complete the teacher's utterance "in my...?".

6. Repetition: The teacher repeats the student's error and changes intonation to draw student's attention to it. The teacher does not give an input. The teacher just repeat the student's mistake in other sound to make the student attents that he wrong.

   Example:

   S: How much money do you have in your /pakıt/?

   T: /pakıt/? ♪

   DS: /pokıt/

   T: yes

   In the case above, the student make a mistake when speak word "pocket" by pronouncing "*/pakıt/*". Then the teacher just repeats the student's

wrong utterance in another sound */pakɪt/*. Then the student attents and speak [ˈpokit].

All of type of oral error correction in above will be used as the technique to repair the error of the students and correct the students' speaking performance during retell the story in storytelling section.

2.2.6 Teaching Speaking through Oral Error Correction

In this research, the researcher modified procedures of teaching speaking through oral error correction in storytelling as follows:

a. **Pre-teaching**

   1. The teacher greets the class.
   2. The teacher gives brainstorming to the students about storytelling
   3. The teacher gives text to all of students.

b. **While teaching**

   1. Students get the text.
   2. Students get the time to speak in front of the class.
   3. Students tell the story by using their own word based on the text but do not bring the text.
   4. The teacher corrects the wrong sentence, pronunciation, and grammar of the students orally during students retelling the story.

    5. After all of students tell story, the teacher gives comment and suggestion.

    6. The teacher gives the explanation about correct sentence, correct pronunciation, and correct grammar.

c. Post activities

    1. The teacher gives comments and explains important things related to the performance of students.

    2. The teacher gives chance for the students to ask something about the text or retell the story.

    3. The teacher closes the meeting.

In the modified procedure above, it shows that this teaching procedure is difference from another conventional way of teaching. It happens because this procedures are giving the students a chance for speaking in front of the class and the teacher give the oral suggestion or correction to provide the students' performance.

2.2.7 Advantage and Disadvantages of Oral Error Correction

The advantages of oral error correction are:

1. Correction will, or should be, quicker, more efficient, and 'accurate';
2. It boosts student confidence – 'It is the teacher's job', 'The teacher is always right!';
3. Teacher can make sure that correction is done sensitively and fairly;
4. Teacher can use proper and varied techniques of correction.

The disadvantages of teacher correction include:

1. It fails to encourage learner-independence;

2. It may be intimidating for students to have 'the teacher' correcting their mistakes;

3. Students may feel embarrassed, however sensitive the teacher may be;

4. Too much teacher correction may be demoralized for students;

5. Another student might feel 'left out' of the lesson while a mistake is being corrected.

2.2.8 Theoretical Assumption

As a means of communication, languages have to be used in both written and oral forms but the fact that we have is many of students cannot comprehend the oral form of language properly and correctly. It can be caused by many factors one of the factors is because their lack of achievement in speaking. There are many techniques that can help students to improve their speaking achievement. In this case, this research uses oral error correction to improve the students' speaking achievement.

Error correction is an important element of the teaching/learning process; therefore it should be treated positively. It emphasizes the effort that students have basic knowledge, so they can easily follow the material from the teacher in the classroom. The basis of competencies and indicators became an easy point for students to be studied because they must have this point in every single student, so their self confidence will increase dramatically.

2.2.9 Hypotheses

Based on the assumption above, researcher has a hypothesis that there is an increase of students' speaking achievement after getting oral error correction in storytelling.