

II. LITERATURE REVIEW

This chapter discusses the literature review that was used in this study, such as concept of speaking, type of speaking, concept of storytelling technique, concept of teaching speaking, problems with speaking activity, concept of storytelling, procedure of teaching speaking through storytelling, effective storytelling performance skills, theoretical assumption and teaching speaking through story telling.

2.1 Concept of Speaking

Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get ideas or the message across. In this case, there is a process of giving message, which is called as the encoding process. At the same time, there is a process of understanding the message of the first speaker.

Scott in Johnson and Morrow (1981) classifies speaking as an activity involving two (or more) people, in which the participants are both hearer and speaker having react to what they hear and make the contribution at high speed. In others words, each participants must have an intention or set of intentions he wants to achieve in the

interaction. Each participant has to be able to interpret what is said to him, and reply with the language he has which reflects his own intention. Speaking is the instrument of language and the primary aim of speaking is for communication. From this definition, it is clear that the students learn to speak in order to be able to communicate. Language is for communication, and in communication, a speaker has a choice not only about what to say but also how to say it (Fiona, 2007).

Haris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. It means that we produce spoken message to someone. Spoken message includes ideas, thought and feeling that we want to share, influence, or interact to other people. So here, speaking situation involves a speaker who put a message with words or sentence that has content and a listener.

Lado (1961: 240) describes speaking as the ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of idea fluently. This ideas means that speaking emphasizes more to the ability of an individual to convey something whether it is in the form of expression, report with the language he has.

Irawati (2003: 7) states that speaking is one of the central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listeners used to communicate information, ideas, and emotions to others using

oral language. Speaking is the instrument of language and primary aim of speaking is for communication (Tarigan,1987:5).

Biber (1999) states that spoken language takes place in real time, and are subject to the limitations of working memory so that its principles of linear construction are adapted to that purpose. A writer can retract a sentence and it can be as if it never existed for the reader.

From the definitions above, it can be concluded that speaking is two-way process between speaker and listener and it involves both encoding and decoding process.

Speaking must fulfill several aspects, according to Harris (1974:84) there are:

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency includes a reasonable fast speed of speaking and only a small numbers of pauses. It means that when a person make a dialogue with another person, the other person can give respond well without difficulty.

2. Grammar

Heaton (1978:5) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones.

In other words, grammar is a structured form to create good sentences.

3. Vocabulary

Nobody can communicate effectively if they donot have sufficient vocabulary.

So, vocabulary means the appropriate diction which is used in communication.

4. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation. In other definition, pronunciation is the intonation pattern.

5. Comprehension

Syakur (1987) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speakers' intention and general meaning. This idea means that if a person can answer or express well and correctly, it shows that he/she comprehends or understands well.

2.2 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

- Planned (such as speeches and order prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend.
- Unplanned (impromptu lectures and long “stories” in conversation, for example) 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.

2. Dialogue

- Interpersonal (unfamiliar and Familiar), can be subdivided into those exchanges that promote social relationships.
- Transactional (Unfamiliar and Familiar), to convey proportional or factual information.

2.3 Concept of Teaching Speaking

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought, and even feeling to other people. The goal of teaching speaking skill is to communicate efficiency. Students should be able to make

themselves understand. 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.

Chaudron (1998) says that the essence of human language is human activity on the part of the individual to make him understood by another. Using language is also an activity that allows people to communicate with each other. So it is clear that language is very important. The teacher teaches speaking by carrying out the students in certain situations when the topic is being talked about. It should be familiar for the students, so that they can understand about their language needs.

Harris (1974:3) stated that achievement test indicates the extent to which an individual has mastered the specific information. To help the students develop communicative efficiency in speaking, teacher can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the forms of teacher talk, listening activities, reading passages, and the language heard and read outside the class. It gives students the material they need to begin producing language themselves. Structured output focuses on correct form. In structured input, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced. Structured output is designed to make students comfortable producing specific language items recently introduced, sometimes in combination with

previously learned items. Instructors often use structured output exercise as a transition between the presentation stage and the practice stage of lesson plan. Textbooks exercise also often make good structured output practice activities.

In communicative output, the students' main purpose is to complete a task, such as obtaining information, developing a travel plan, and creating a video. To complete a task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the student gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

According to Harmer (1990), the aim of teaching speaking is to train students for communication. Therefore, language activities in speaking class should focus to language use individually. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student to speak.

As Brooks in Richard and Rogers (1986:49) states that speak is language. Primary what is spoken and only secondarily what is written.

Characteristics of a Successful Speaking

1. Students talk a lot

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

2. Participation is even

Classroom discussion is not dominated by talkative participants: all get to change to speak and contribution are fairly evenly distributed.

3. Motivation is high

Students are eager to speak: because they are interested in the topic and have something new to say about it, or they want to contribute in achieving the task objective.

4. Language is of an acceptable level

Students express themselves in utterances that are relevant, easily comprehensible each other, and of an acceptable level of language accuracy.

2.4 Problems with Speaking Activity

Problems with speaking activity according to “storytelling in the EFL speaking classroom article” can be concluded as follows:

a. The Students Are Nervous and Afraid of Making Mistakes.

To get high scores in the Higher Education Exam is nearly the only goal of the high school students. For some reason, there is no oral English test in the Higher Education Exam; thus speaking skills are often neglected. Moreover, since there are

usually over 50 students in each class, the students have little chance to practice speaking in class. This leads to the result that the speaking skills of most students are comparatively lower than other skills such as listening, reading and grammar.

Secondly, the fear of "losing face" prevents the students from speaking English (Zhu, 2003). Face is still of great importance to most Chinese. On the one hand, it motivates people to work hard to win face; on the other, people tend to conceal their mistakes and weaknesses for fear of losing face. For many English learners, they believe if they make mistakes or fail to find suitable words to express themselves, they will lose face. To protect themselves from being laughed at, they are reluctant to speak English. So there is the vicious circle: the less they speak, the less they improve their speaking skills, and the more they are afraid of speaking.

b. The Topics Are Not Interesting.

The dominating oral English teaching materials focus on situational or/and communicative function (Chen 2004), aiming to enable students to cope, in the target language, with typical situations in school and work environments as well as in ordinary life. When "practical" is the prime principle, what the learners do most in the speaking classroom is to make dialogues according to the given situations or topics. However, students often complain that they have been repeatedly asked to introduce their families or schools; talk about their hobbies or majors; make dialogues on topics such as job interviews, meeting visitors or shopping. These "practical" topics and situations provide little space for the students to imagine and create; therefore,

dialogues on these situational topics are hard to develop in depth and width. People tend to lose interest in what they learn if they find they make little progress.

Another problem with this kind of topic-based speaking training is you can't expect all the listeners to be interested in your hobby or major. Moreover, the other students in the classroom are talking about similar things, which could hardly offer anything new to each other. Consequently, the audiences in the speaking classroom are not very attentive and the speakers just make a perfunctory effort instead of getting involved, not even to mention enjoying it. To many of them, the job is just a job.

c. The Classroom Atmosphere Is Not Encouraging.

The effect of classroom atmosphere on language learning, especially an oral class, is obvious and immediate. A free and light-hearted atmosphere promotes communications, while a nervous and stiff atmosphere builds invisible obstacles in communications. Dialogues about daily life and routine work lack variation, do not sound enchanting, and are unlikely to create an animated classroom atmosphere.

d. Feedback of the Listeners Is Not Supportive.

According to my observations in speaking classes, apart from the factors mentioned above, the listeners' feedback also has a strong influence on the performance of the speakers. Very often, at the beginning of the performance, the speakers are confident and active when doing some dialogues or role play exercises. However, when the audience loses interest in the speakers, begin to talk to each other or just do whatever

else instead of listening attentatively to the speakers, the speakers tend to, consciously or unconsciously, speed up or cut down their words, trying to flee back to their own seats as quickly as they can (students are often asked to present in the front of the classroom and face the class in order to build better communications since there are usually 40 to 50 students in each class). Even the slightest indifference or impatience indicated by the audience can be immediately felt by the speakers, which, in turn, greatly inhibits their passion to communicate. Of course, teachers can force the audiences to listen to the speakers but it is of no use blaming them. The most effective way is to offer the audiences something different and interesting!

2.5 Concept of Story Telling

Story telling especially engages our narrative mind in the service of language learning in the classroom. It is a tool as shadowing, summarizing, retelling, action logging, and news lettering increase students' comprehension, negotiation of meaning and feelings of community. These intensifying activities allow learners' multiple opportunities to respond deeply to stories and experience shifts in their beliefs and attitudes. This then leads to more lively participation role in the teaching speaking ability. Story telling has some purposes, they are:

1. Arise imagination
2. Provide context for introducing new language
3. Create an interesting reason for listening

Storytelling is a perfect avenue to explore when looking for ways to develop the oral

language skills of second language learners in a classroom. Storytelling has long held an important role in history. People have passed down stories from generation to generation. It has served as a way to explain and understand the world. There are many different types of stories, which are told for many different purposes. Stories help explain different phenomena, cultural beliefs, attitudes, traditions, and much more. The intention of Story Telling technique is to serve as much as possible comprehensible input for the learner (Brune, 2004). It is in accordance with Krashen's hypotheses. Here are the hypotheses from Krashen (Brune, 2004).

1. Acquisition-Learning Hypothesis

It states that there is a difference between the process of learning and acquisition of second language. Learning refers to the explicitly explained and consciously learned the target language. Meanwhile, acquisition is similar with how children learn their first language and it should become the intention of foreign language teaching.

2. Natural Order Hypothesis

The implication of this hypothesis is that grammar rules do not need explicit explanation since it will be acquired in a set order.

3. Monitor Hypothesis

It claims that when learning a second language, learners need monitor to correct their utterance.

4. Input Hypothesis

This hypothesis states that learners need comprehensible input while learning the second language.

5. Affective Filter Hypothesis

This last hypothesis claims that there are several factors that could have good or bad impact towards learners' attitude or the atmosphere in the learning process of the target language.

A central, unique aspect of storytelling is its reliance on the audience to develop specific visual imagery and detail to complete and co-create the story, Austin. (1962) states that in its most basic form, storytelling is a process where a person (the teller), using vocalization, narrative structure, and mental imagery, communicates with the audience who also use mental imagery and, in turn, communicate back to the teller primarily through body language and facial expression in an ongoing communication cycle. Storytelling is co-creative and interactive.

Besides, by using storytelling students can practice their pronunciation and have ability in using speaking for communicative purpose. When using storytelling as a technique of teaching speaking, teachers are suggested to manage the time allocations and activities included because storytelling in learning speaking is only a teaching technique not the teaching material to be taught. Therefore, the teaching activities should still about language teaching and the time used should be more allocated for the language activities.

According to Santa Barbara City College, in performing storytelling, a storyteller should employ these storytelling stages:

1. Introduction

Start the story with a statement that catches the audience's attention, for example: a relevant quotation, question, fact, or definition. They are introduced to the main characters of the story, their goals, and the obstacles they are likely to face to achieve their objectives.

The main conflict in the story is introduced, as well as the major antagonist who will stand in the way of the protagonist objectives. It sets up the story so that the story engages the attention of the audience. It generally takes up about one quarter of a story's total length.

Besides, provide the information the audience will need to understand the story: Who are the major characters? When and where is it taking place?

2. Main body

Here plot complications are added in delivering the story. An increasing sense of urgency is created when the main characters encounter obstacles that stand in the way of their journey. It generally occupies the middle two-quarters of the story and it often includes a false resolution to the main conflict set up in introduction.

Once the false resolution has been encountered, the action in the story generally points inevitably toward a necessary climax. Then, telling the events using time chronologically, from beginning to end, is the most common and clear way to tell a story. Whether telling chronologically or not, use transition words to clearly indicate to the reader what happened first, next, and last. Some time transition words are *next*, *finally*, *during*, *after*, *when*, and *later*.

3. Conclusion

In the final segment of storytelling, the results of the story's main conflict come to dramatic confrontation. This is called the *Climax*. It is the point where key struggles are waged and an eventual victor is determined.

Following the climax, *Closure* is introduced into the story, which simply means that all the major conflicts, issues, or ideas in the story are resolved.

2.5 Procedure of Teaching Speaking through Storytelling

In this research, the researcher made the procedures of teaching speaking through storytelling as follows:

a. Pre Activity

- Teacher opens the class with greetings.
- Teacher explains to the students about the generic structure of narrative text
- Teacher explains to the students about storytelling and effective of storytelling performance skills.

- Teacher gives the students example of storytelling performance.
- Teacher gives hand out in the form story text.

a. While Activity

- Students do silent reading for 20 minutes and divides the story into 3 parts.
- Teacher gives time for students to ask problems understanding the text
- Students take turn retelling the story in front of the class.
- Teacher keeps the situation in the class conducive to in when students' perform story telling.
- Teacher records the students' performance in storytelling.

b. Post Activity

- Teacher comments on student's performance.
- Teacher closes the lesson with greeting.

2.7 Theoretical Assumption

The primary reason to recommend storytelling in teaching speaking is that stories are motivating and immensely interesting, can best attract listeners and promote communication. "The excitement and drama of storytelling provide a context that holds students' attention." (Cooter, 1991; Bla, 1998).

Secondly, stories are an enormous language treasure. For hundreds of years, thousands of stories have been created and passed down. Many old stories are

regarded as the models of language and treasures of the culture, from which learners at various language levels and age groups can find suitable stories to read and tell. It would be a waste and pity if they are neglected in the course of EFL/ESL. In addition, stories are easily accessible; storybooks can be found in bookstores and borrowed from libraries or friends. Today, the most convenient and quickest way to find stories is from the Internet. “Storytelling costs nothing, is enjoyable, and can be used anywhere and at any time” (Babelan, 2010).

Thirdly, the lively atmosphere and real life environment created by stories encourages the students to talk and discuss with each other. When telling and listening to a story, the learners will easily be plunged into the plots and the scene and forget about themselves, which will, to a great degree, relieve their nervousness. Colon-vila (1997) also commented that storytelling helps EFL learners become more self-confident to express themselves spontaneously and creatively. However, teachers have not been zealous to use it in the classroom.

According to those reasons, the researcher assumes that the teacher can develop the student’s speaking ability through the implementation of storytelling in speaking class.