Chapter Two

Literature Review

This chapter divided into several parts. It discuses problems in speaking, discusses components of speaking, assessing speaking, and technique in speaking. Then, it discusses the concept of story telling, components of storytelling, the advantages of using story telling in teaching speaking, the procedures of story telling tecnique, and about teaching speaking using story telling. All of keywords taken from some journal articles and books to support this chapter. Then, the hypothesis of this study was presenting in this chapter.

Speaking Skill

. There were some points that presesnted in this part which related with speaking skill such as definition of speaking skill, problems in speaking, components of speaking, assessing speaking and the last point was teaching technique in teaching speaking skill.

Definition of speaking. Speaking is when someone expresses their ideas in their mind by producing some words. There were some definitions about speaking in previous study. Speaking as an ability to express our opinion in our mind through language (Mart, 2012). Boonkit (2010) stated that speaking is one of four skills to build up a good communication. Then, Chaney as cited in Kayi (2006) said that speaking is process to build and share meaning through the use of verbal and non-verbal in some contexts. Argawati (2014) stated that speaking is a tool to communication with others. Therefore, speaking is ability to express our words to build a communication with others. Speaking is important thing to learn especially for English language learner. Nunan (1991) argued that mastering speaking is the most important aspect of foreign language learning, and the succes is measured from the ability to bring a conversation in

the language. From the definition above, it can be concluded that speaking skill is related to communication that use to express some words in our mind to transfer knowledge or information. Speaking also important skill that students has to achieve to communicate with others.

      Problems in speaking. There were some problems in speaking that students often face. One of speaking problems that students often face was students confidence. They have some words in their mind, but they do not understand how to exprees it. Morozova (2013) stated that some university students are not confident when they learn speaking. Besides, Wardani (2017) stated that there are three factors that influence students speaking skill. The first factor is affective factors such as the students afraid of doing some mistakes, afraid if they become a center of attention, and unconfident to speak up. The second factors is cognitive factor such as less of practice and difficult to understand what the other people say. The last factors is linguistic factor. In linguistic factor it showed that the students less of English proficiency.

      Then, the other problems of speaking was pronunciation. Kurniawan (2013) stated that the factor that influence students speaking is pronunciation. The students get pronuncoation input from English teacher when the teaching learning process. It means that when the English teacher have a good pronunciation, the students will repeat what the teacher said with correct pronunciation. From the pronunciation input, the students can have a good pronunciation. Besides, Khamkien (2010) stated that pronunciation is one problem that influence in speaking competence. In his study, he take Thai learners as a participants. It is same as English learners in Indonesia that learn English as a second language. The result showed that the learner are difficult to have a good pronunciation.

In addition, the other sources that discusses speaking problem was from Al-Roud (2016). Al-Roud (2016) stated that there are some problems in speaking such as social factor, psychological, instructor domain, and linguistic domain. In his study, for the social factor he said that the problem comes from students who less of speaking practice at home. In psychological factor, the problems was related about students anxiety to speak up. The most important problems comes from students motivation, feeling confused, uninteresting, and feeling shy when they want to speak up. For the instructor problem, it is related with the teacher which uses his native language during the teacher give lecture with students. Then, in linguistic factor it is related with lack of vocabulary and English language grammar.

Components of speaking skill. There were some important components of speaking. According to Harmer (2001) speaking is complex skill that concerned with components of grammar, vocabulary, pronunciation, fluency, and comprehension. Those components of speaking will be explained bellow.

Grammar. Grammar is needed for students to make correct sentences in oral and written language forms used to avoid misunderstanding in communication. Nelson (2001:1) stated that grammar is the study of how words combine to from sentences. Swan (2005) stated that the rules that show how words are combine, arrange, or change to show certain kinds of meaning. It means that, grammar is guideline to make the correct sentences. In addition, one of the benefits that students get from learns grammar is they have confidence in speaking. Araki (2015) stated that students who understand about grammar will be confident when they speak up using English language. That is the reason why having a good grammar is foundation for students' speaking skill.

Vocabulary. Vocabulary is the appropriate diction when the people have communication. According to Harmer (2001) argued that vocabulary is element of language. In addition, Komachali and Khodareza (2012) stated that vocabulary is needed by learner because it is acquiring too many words so they can use vocabulary in any needed especially in academic. Then, the people who have various words when they speak up using English mean that they have a good in vocabulary knowledge. According to Lukitasari's study result (2008) as cited in Tuan Mai (2015) argued that students will get low in their speaking if they do not learn vocabulary.

Pronunciation. Pronunciation is the way for students to produce clear language when they are speaking even they have limited grammar and vocabulary. It is line with Kline (2001) argued that ''pronunciation is the way for students to produce the utterance words clearly when they are speaking'' (p.69). In addition, Fraser (2001) argued that "some aspects of speech in pronunciation make for an easily intelligible flow of speech are articulation, rhythm, intonation and phrasing, body language, and eye contact" (p.6).

Fluency. Fluency is the ability to speak communicatively, fluently, and accurately. Then, fluency is something when sound, syllables, words, and phrases were produced together. The words that delivered by students easier to understand if they speak fluently. Nunan (2003) stated that fluency is when a person spoke up quickly without any pauses. It meant that when people spoke up have too much hesitation, many pauses, and breakdown communication they less of fluency. Torky (2006) argued that people have stable speed in their communication. In addition Adnan (2004) stated that the ideal for speech is when people can produce 125-160 words in one minute.

Comprehension. Comprehension is when the speaker understood about what they are saying. It means that before the speaker speak up, they have to understand about the meaning of the argument or sentences that they are saying to avoid misunderstanding in communication. According to Hornby (2000), 'comprehension is the mind or power understanding, and the ability to understand (p.174).

Assessing Speaking

There were some experts in previous studies mentioned about some aspects in assessing speaking skill. According to Louma (2004) assessing speaking is challenging, because there were many factors that influenced how well someone can speak up a language accurately. Then, Savignon (2005) argued that the teacher may decide what to assess for speaking proficiency based on four considerations. They are grammar, vocabulary and pronunciation, sociolinguistic competent and appropriateness of language use. Knight (1992) expressed that the detail criteria in assessing speaking are grammar, vocabulary, pronunciation, fluency, content, and sociolinguistic skill. There are at least six aspects to assessing speaking such as grammar, vocabulary, discourse, feature, and task accomplishment Brown (2007).

Additionally, the other aspects of assessing speaking were discussed by Nunan (1990). Nunan (1990) as cited in Ertin and Rahmawati (2014) mentioned that some contents in assessing speaking skill are grammar, vocabulary, comprehension, fluency, pronunciation, and task. In grammar, the teacher assessed on how to control its usage within sentences, how to construct, how to use it appropriately and accurately, and to avoid grammar error in speaking. In vocabulary, to indicate the level how proficient the students, the teacher doing a test on the range, precision, and the usage of vocabulary features. In comprehension, the teacher sees on understanding the context and response according to the questions. In fluency, the teacher sees

on the confidence in delivering the topic, how many hesitations in choosing words. In pronunciation, the teacher sees on how often pronunciation occur and how pronunciation aspect interfere the communication. Then, the task was deals with finishing command given during the speaking.

The example of speaking test scoring form was already used by Inten Mujizat in his undergraduate research entitled "The Effectiveness of Using Storytelling Technique on Students' Speaking Skill". In determining the score, furthermore, he used oral rating scale proposed by Harris (1969) in his book entitled Testing English as A Second Language. The scoring rubric of the test provided a measure of quality of performance on the basis of some criteria: pronunciation, grammatical, vocabulary, fluency, and comprehension. Then, he used the speaking test scoring to conduct speaking test in his research. The speaking test form can be seen on the next pages.

Table 1
Speaking test scoring system
Taken from David P.Hariis's Book (Testing English as A Second Language 1969)

No	Aspects	Description of Indicator	Score	
1	**Pronunciation**	• Have few traces of foreignaccent. • Always intelligible, though one is conscious of a definite accent. • Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. • Very hard to understand because of pronunciation problems.Frequently be asked to repeat. • Pronunciation problems to severe as to make speech virtually unintelligible.	5 4 3 2 1	(95-100) (85-94) (75-84) (65-74) (below 65)
2	**Grammar**	• Makes few (if any) notice ableerrors of grammar or word order. • Occasionally makes grammatical; and/or word order errors which do not,however, obscure meaning. • Makes frequent errors of grammar and word order which occasionally obscure meaning. • Grammar and word order errors make comprehension difficult. Most often rephrase sentences and/or restrict him to basic pattern • Errors in grammar and word order to severe as to make speech virtually unintelligible.	5 4 3 2 1	(95-100) 85-94) (75-84) (65-74) (below 65)
3	**Vocabulary**	• Use vocabulary and idioms is virtually that of a native speaker. • Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies. • Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. • Misuse of words and very limited vocabulary make comprehension quite difficult. • Vocabulary limitations so extreme as to make conversation virtually impossible	5 4 3 2 1	(95-100) (85-94) (75-84) (65-74) (below 65)
4	**Fluency**	• Speech as fluent and effortless as that of a native speaker. • Speed of speech seems to be slightly affected by language problems. • Speed and fluency are rather than strongly affected by language problems. • Usually hesitant; often force into silence by language limitations • Speech is so halting and fragmentary as to make conversation virtually impossible	5 4 3 2 1	(95-100) (85-94) (75-84) (65-74) (below 65)
5	**Comprehension**	• Appears to understand everything without difficulty • Understands nearly everything at normal speed, although occasional repetition. • Understands most of what is said at slower-than-normal speed with repetitions. • Has great difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetitions. • Cannot be said to understand even simple conversational English.	5 4 3 2 1	(95-100) (85-94) (75-84) (65-74) (below 65)

Teaching Techniques in Teaching Speaking Skill

One of the important parts in teaching learning process was teaching technique. It will help the teacher in delivering the material of the lesson and the students in understanding the lesson. It meant that by using appropriate method the learning objective will be achieved. Armstrong (2013) argued that teaching strategy is the method used by teacher to help students in understanding the lesson to increase the learning outcomes. To develop the students' speaking ability, the teaching technique that can be used included role play, drilling, discussion, presentation, and storytelling. Those teaching techniques will be explained below.

Role play. Role play was when some people play a role with manuscript of a story. According to Harmer (2001), role play can increase the students' self-confidence because they are asked to speak up with others. Role play was a good technique in teaching speaking because the students can have improvisation in the conversation. Nunan (2001) argued that role play is approved to be communicative language learning because students actively got involved in the conversation.

Drilling. Drilling was one of the techniques that can be used in teaching speaking skill. According to Thornbury (2005), drilling was a strategy in improving pronunciation by imitating and repeating words, phrases, or the whole utterance. In drilling activity, the students asked to repeat what the teacher says accurately and quickly. By repeating the words or sentences the students can memorize the words or sentences.

Discussion. Discussion was the teaching technique that involves topic to be discussed together in a group discussion. Kayi (2006) stated that the discussion aims to share ideas about a topic or find a solution in a group discussion. Using group discussion was a good way for

speaking ability because it made the students speak up especially the students who were unwilling to speak up.

Presentation. Presentation was when the people deliver the information or material to the audiences. According to Nadia (2013) argued that presentation is the activity that increase the students' speaking ability. Then, she also said that presentation was when the students find the information about the topic, and the students deliver the information to the audiences.

Storytelling. Story telling was an activity that includes instruction and entertainment. As (2016) stated that by using storytelling the teacher create atmosphere which students can learn English while being entertained. Storytelling can help the shy learner to be active participants to show their speaking ability. Storytelling also helps the students in developing a story. Kayi (2006) argued that storytelling help the students in expressing and developing ideas through story.

Storytelling

In this part, the reseacher discusses some points about storytelling wich discusses definition of storytelling, component of storytelling, the advantages of using storytelling in teaching speaking, the procedure of storytelling tecnique, and teaching speaking using storytelling.

Definition of storytelling. There were some definitions about storytelling based on previous study. Storytelling is way to retell an story that the people have read or heard by using their own words. It is line with Safdarian (2013) stated that " storytelling is way of students to retell an story in different words construction after being told story by the teacher" (p.218). Story telling includes plot, character, and narrative point of view. Then, Anderson (2010) argued that storytelling is the act of communicating to audience using words or phsycal movement. Storytelling included who, what, when, where, and why of the performance, type of story, emotional and culture implication of the story. It can be concluded that storytelling was the activity to share or retell an story using our own words to other people.

Components of storytelling. There were four components of storytelling. Those components were plot, setting, character, and theme. According to Diana (2003) as cited in Novia (2017) argued that four components of narrative text are plot, character, setting, and theme. Those components above will be discussed below.

Plot. Plot was literacy terms used to describe the main point of the story. Plot also the basic foundation of the story, around which the character is built. Diana (2003) as Cited in Novia (2017) argued that plot was what happens in the story? And what is the sequence of the events?.

Character. Character defined as a verbal representation of a human being. Character also the personality or the part an actor represents in a play. Nurgiyantoro (2007:176) as cited in Harahap (2017) explained that the character on the story can be divided into some categories. Those are major and minor character, protagonist, antagonist, round and flat character, dynamic and static character, typical and neutral character.

Setting. Setting usually shows about the definition of place, connection of time, and environment when or where the event happens. Setting is important to give realistic impression to the audiences. Diana (2003) mentioned that setting informs the audience about the place. For example where am I? And what will I see if I walk around here?

Theme. The theme was what the story really about. It means that theme is the main idea underlying meaning of the story. There are two kinds of theme such as major and minor theme. Major theme is intertwined and repeated throughout the whole of story. Then, minor theme is an idea that does not necessarily to be repeated.

Benefits of storytelling. There were some benefits that students get by having storytelling in teaching speaking skill. One of the benefits is it can increase students speaking ability. Based on some experts in the previous study stated that storytelling have a good impact on students speaking skill because some reasons. The reasons explained in the following parragraph.

Increasing students' vocabulary. Storytelling can incerase students vocabulary because the students will recounstract an story using their own words. It means that they have to choose some new vocabularies in recounstracting an story. According to Marzuki, Prayogo, and Wahyudi (2016) stated that when the teacher provide some new vocabularies, students will use those vocabularies and remembering it. It will increase students speaking skill.

Improving students' speaking skill. Storytelling is important to improve students speaking skill. By using story telling the students wil practice to speak up in front of their classmates. Then, the students expreesed their new idea by using an story to communicate with other students. Novia (2017) argued that retell an story will improve students speaking skill and

it will make students to speak up in front of the classroom. In other opinion, Zuhriyah (2017) stated that storytelling has a good improvement in all of speaking aspects such as comprehension, pronunciation, fluency, vocabulary, and grammar. She also said that retell an story is a good technique that students can do to improve their speaking skill.

 Increasing students' motivation to speak up. In this part, the reseacher explained the reason why storytelling can increase students motivation. According to Nuraeningsih (2012), the implementation of storytelling as a technique in teaching speaking can motivate students to speak up. In her study, she also said that most of students said that storytelling is easy to do. Then, Bharati and Kusdianang (2016) stated that storytelling improve students' motivation in speaking class. Most of students become active and enjoy the teaching learning process in speaking class. It means that students have a good motivation to speak up by having story telling in speaking class.

 In conclusion, storytelling has a possitive effect in improving some parts which were important in English language aspect. There were three benefits of story telling based on the statements above. Story telling is important to improve students' vocabulary. Story telling was important in improving students' speaking skill. Then, story telling has a good effect to increasing students' motivation in speaking skill. From those benefits, it can be concluded that story telling was important for the students in mastering some particular language.

Teaching Speaking Using Storytelling

 There were some teaching techniques that can be used for the teacher to teach students speaking skill. One of teaching techniques is by using storytelling. According to Jianing (2007), some ways wich the teacher can use to teach speaking using storytelling are showing the visual

aid, make sure that students get enthusiastic, use gesture, mimes, intonation based on the character of the story, ask the students to repeat certain vocabularies or mime gestures, make a role play for the students , students practice to act it. From some ways above, it gave benefits to the students such as it make students interest and have more attention to the teacher, make the students' emotionally engaged, make the students remember some vocabularies, and it will improve students' pronunciation and fluency in their speaking.

In the other opinion, Ikramudin (2017) stated that storytelling was the original form of teaching and the oldest form of literature. He said that the activities and material from literacy text will increase motivation and meaningful context. Story telling often use for the beginer learners in the teaching learning process. In his study, some aspects to teach speaking using story telling are have an interesting story, use body language to emphasize the story, use facial expression, use variation tones, detailing, and practice. Those aspects will help the teacher to make the students interested and the students have a good imagination in developing a story.

Additionally, there were some procedures of storytelling based on the experts on previous study that can be used in teaching speaking skill. According to Samantary (2014), "the procedures of storytelling are: (1) the teacher put some stories on the white board, (2) the teacher ask the students to make some group, (3) the teacher ask representative of each group to take the story which provided by the etacher, (4) the teacher ask the students to develop story in 15 minutes, (5) the teacher ask the students to retell the story based on the result of their group discussion, (6) the teacher give award to the best grup based on considered" (p.42). Besides, Fikriah (2016) argued that some procedure of storytelling are: (1) the teacher divided students into some groups, (2) each group given worksheet to write an story, (3) the teacher give key

sentences to the students, (4) the students develop an story, (5) the teacher ask the students to tell the story based on the result of their group discussion in front of classroom (p.96).

In conclusion, teaching speaking using story telling was important in increasing students' speaking ability. The teacher can use an interesting story, variations tones or voices, and visual aid to catch students' attention. Besides, the teacher can ask the students to practice in front of mirror to see did the students use their body language or facial expression or not. Also the teacher has to prepare the steps in teaching speaking skill.

The Effectiveness of Using Storytelling to Improve Students'English Speaking Skill

Some previous studies already dicscussed the effectiveness of storytelling in teaching speaking skill. The result of those studies showed that storytelling was the effective technique to improve speaking ability. Then, the previous studies used as references in conducting this research. Furthermore, the researcher explained what aspects of the storytelling have significant improvement in students'English speaking skill. The first research was taken from Zuhriyah (2017). The purpose of this research was to know whether or not atorytelling could improve students'English speaking skill. In her research, she used a collaborative action research. It consisted of four steps. They were planning, implementation, observing, and reflecting. The perticipants of this research was the English Intensive Program of Hasyim Ash'ari University that consisted of 23 students. The result of this research showed that storytelling improved the students speaking skill on their grammar, comprehension, fluency, vocabulary, and pronunciation. It means that storytelling was effective technique in teaching speaking skill.

The second research was the research from Marzuki, Prayogo, and Wahudi (2016). The purpose of this research was to explore the benefical of interachtive storytelling that closely

related to the EFL learners' everyday in their home and school. The participants of this research were the students of Junior High of Indonesian EFL Learner that consisted of 22 stduents. The methodology used in this research was Clasroom Action Research that consisted of 6 meetings. The result of this research showed that by using interactive storytelling had significant effect in increasing students speaking performance. The researcher of this research stated that the learners improved their vocabularies and comprehension when they taught using storytelling. It means that students taught by storytelling has significant effect than the stduents did not taught by interactive storytelling. From the result, it indicated that interactive storytelling was the effective technique in teaching speaking skill.

The third research was taken from Sharma (2018). The objective of this research was to know whether or not storytelling strategy could improve students' speaking skill. The methodology used of this research was Colaborative Action Research. The participants of this research were the stduents of grade 11 in Nepal Rastriya Chandraganga. It consisted of 25 students who were studying linguistic. The result of this research showed that the use of cooperative storytelling increased the students' speaking proficiency. It improved some aspects those are vocabulary, grammar, comprehension and fluency. It indicated that by using storytelling was the effective technique in teaching speaking skill.

Review of Related Studies

This research was supported by previous studies related with the topic of this research. There are some similar things such as speaking, storytelling, and teaching speaking using storytelling. The previous studies helped the researcher to conduct this research some theories provided in the previous study. In here, the researcher will summarize the previous study. The first research was "The Effectiveness of Using Storytelling Technique on Students' Speaking

Skill". This research was conducted by Intent Mujizat (2016). This research aimed to find out the effectiveness of storytelling technique to enhance students' speaking skill. This research was conducted at eleven grade students in MAN 1 Bekasi. This research was conducted around one month in the teaching learning process. The methodology of this research was quantitative method. The design of this research was a quasi-experimental research design. The participants of this research were two classes. One class was as a control class and one class as an experimental class which consist of 30 students each class. The research instrument was used in this research was Test. There were two kinds of test in this research such as pre and post-test. The result of this research showed that storytelling technique was effective to be applied in teaching speaking skill. The students' speaking skill in experimental were enhanced effectively than the control class. It can develop confidence, vocabulary, grammar, and comprehension.

The second research was the research from Munawaroh (2012). The purpose of this research was to find out how storytelling technique improves students' speaking skill. The methodology of this research was quantitative method. The design of this research was Classroom Action Research (CAR). There were five steps in conducted this research such as planning, implementing, observing the action and reflecting the action. To collect the data, this research used speaking test and questionnaire as an instrument. The participants of this research were the second year's students in MTs Al-Ghazali in academic 2011/2012. The result of this study showed that there was improvement of speaking skill of students after given the treatment. The students were more imaginative, motivate to learn, fell free to tell their story, and improve students speaking ability. From the result of the questionnaire, it was shown that 50% of students were quite interested in implementing of storytelling technique in the teaching speaking skill.

Then third research was the research from Pravamayee (2014). The purpose of this research was to find out to what extent storytelling is effective in developing the speaking skill of the technical students. The sample of this research was consists of 80 of second semester students of Centurian Institute of Technology and Management. This research used pre-test, treatment, and post-test as the tools of this research. The result of this study was storytelling had a great effect on students. It changed the boring classroom environment into a warm environment full of student's concentration, participant, and production.

The fourth research was conducted by Velasques (2015). The objective of this research was to analyze the implementation of storytelling in third grades students to promote speaking skill in the classroom. The participants of this research were 5th grades students in a public primary school. There were 38 students (13 girls and 25 boys). The methodology used was by using approaches during the lessons. This method used communicative language and practitioner from Universe Idad Technology. The procedures to collect the data in this research were divided into pre-storytelling, while-storytelling, post-storytelling, and reflection stage. The results of this study were nonverbal communication engage students when using storytelling, appositive humor in the classroom provides good atmosphere in the classroom helping students gain the confidence, story presented during the sessions was the ground to start speaking.

There were similarities and differences with this research. The first similarity was the previous studies and the current research use quantitative as a methodology. The second similarity is one of four research use experimental design and quasi experimental design to do the research so that it was same as the current research. There were some theories and some references that can be used to support this research. Then, two of four research used speaking

test as a reserach instrument, and it was same as the current research. The last similarities one of four researches focuses on Junior High School students and the current research is too.

Additionally, there were several differences of the previous research and this research. Two researches are using different methodology. Those researches used Classroom Action Research and Approaching as research design, but in this research is using experimental (quasi-experimental) as research design. Then, the other difference is the participant of two researches. Two of four research focuses on college and primary students, but this research focuses on Junior High School. The last difference is come from the ways to collecting the data. One of four research used speaking test and questionire to collect the data, but the current research use speaking test to collect the data. Then, one of four research used pre-storytelling, while-storytelling, post-storytelling, and evaluation to collect the data, but the current research only apply the pr-test storytelling, treatment, and post-test storytelling without evaluation for the students after the test finished.

Conceptual Framework

Speaking is one of four skills that sould be mastered by English language learners. Speaking skill is key to communicate and make relation with other people. Some students faced many problems in their speaking ability. The problems comes from two factors that are internal and external factors. There are many strategies to solve the speaking problems. Teaching techniques that can be used in teaching speaking skills are role play, presentation, discussion, and drilling. In this study, the reseacher will use story telling as a technique to teach students ' English speaking skill. There are good effects in teaching speaking skill through storytelling. Zuhriyah (2017) stated that storytelling has a good improvement in all of speaking aspects such as comprehension, pronunciation, fluency, vocabulary, and grammar. She also said that retell an

story is a good technique that students can do to improve their speaking skill. In addition, Nunan (2003) stated that storytelling makes the students using the language quickly and confidently with few unnatural pauses which is called as fluency. The conceptual frame work of this research can be seen in the figure bellow:
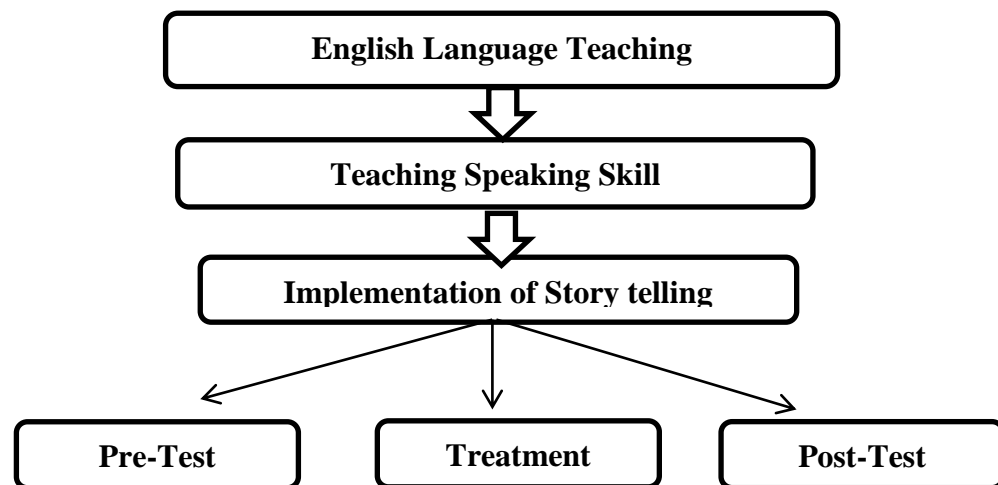
Figure 1. Conceptual Framework

Research Hypothesis

Based on the theories above, the research hypothesis used in this research was:

H_a : There is a significant effect of teaching speaking skill using storytelling