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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Speaking

There are many definitions about speaking explained by experts. According to Thornburry (as cited in Dr. Akhyak and Anik Indramawan, 2013) speaking is a speech production that becomes a part of our daily activities. While Underwood (as cited in Dr. Akhyak and Anik Indramawan, 2013) says that speaking means creative process; an active interaction between speaker and listener that involves thought and emotion. Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary). It is the ability to use the right words in the right order with the correct pronunciation, function (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when précised understanding is not required (interaction/relation building) and also social cultural rules and norms. It consists of the knowledge of turn-taking, rate of speech; length of pauses between speakers, relative's roles of participants). It is an ability to understand how to take into account who is speaking to whom, in what circumstances, about what and for what reason. Then Weir defines that there are five aspects have to pay attantion in speaking, they are content, vocabulary, grammar,

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performance, and fluency.

Then Lacan in Diana Fuss (1989, p.23) states that language and speech are essential. Memorizing words will help speech well and develop it. Besides, in early study on the nature of talk made distinction between four different types of informational talk, such as; description, instruction, storytelling, and opinion expressing/justification. In speaking English, there are different context and way in order to be able to speak well.

Scott Thornbury (2005, p.iv) defines speaking as a skill and needs to be developed and practised independently of the grammar curriculum. It means that speaking is an oral communication as a sociocultural activity in classroom. Students have to practice a lot in order that speech develop well.

Dealing with all those authors' statements, the writer assumes that speaking is a crucial thing in learning English and speaking is the main purpose of learning language. So that's why the writer will focus on students' speaking ability research project.

1.1 The Component of Speaking

Furthermore, there are four components which are generally recognized in analyzing speaking. Adam and Frith (as cited in Hughes, 2003) explains those four items as follows:

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a) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978, p.5) that student's ability to manipulate structure and to appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

b) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having sufficient vocabulary, one can not communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

c) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of grammar made up of the elements and principles that determine how sounds vary and

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pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

d) 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 to spend a lot of time searching for the language items needed to express the message.

2. Speaking Ability

Speaking ability is one of the language skills other than; reading, listening, and writing. Speaking is the first mode in which children acquire language, it constitutes the bulk of most people’s daily engagement with linguistic activity, and it is the prime motor of language change. Learners acquire a language through an unconscious process with involves using the language for meaningful communication.

According to Verderber and Rudolph (1979, p.19), effective communication involves feedback; the source sends a message and the

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receiver responds to that messages. It means that conversation or speaking can present information so that it can make interaction. Bygate (as cited in David Nunan, 1991) stated a further or oral generally manage the interaction in terms of who is to say what, to whom, when, and about what.

3. Teaching Speaking

Chaney (as cited in Emma Rosana, 2013) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

What is meant by "teaching speaking" is to teach EFL learners to:

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper

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social setting, audience, situation and subject matter.

4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

According to Cameroon (2001, p.40) speaking is the active use of language to express meaning, so that other people can make sense of them. Speaking is also one of the crucial parts in teaching language. It is considered as one of the more difficult skills in learning language than other skills. Dealing with the idea, according to Penny (1991, p.120) the success of students in speaking can be characterized by their actions in learning a language. More over Penny says the successful speaking activities are:

1) Learners talk a lot

As much as possible period of the time allocated to the activities occupied by students talk. This is obvious, but often most time is taken up tih teacher talks or pauses. It means the students must be active to speak with their friends as much as possible.

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2) Participation is even

Classroom discussion is not dominated by minority of talkative participants: all get a chance to speak, and contribution is fairly evenly distributed. It means that the classroom discussion is not dominated by one participant only, but all of the participants get a sam chance to speak.

3) Motivation is high

Students are eager to speak: because they are interested in the topic and have something new to say about, or because they want to contribute to achieve an objective task. It means that the students have high motivation to speak English. By having a high motivation, the students will be interested in learning English, especially in Speaking. They often try to deliver their own idea confidently.

4) Language is of an acceptable level

Students express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. It means that they use the components of speaking which are relevant with the acceptable level of language such as, pronunciation, grammar, fluency, and comprehensible. So, the students often try to speaking English correctly in real communication.

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In conclusion, teaching speaking is very important because it gives influence for language teaching and can not be separated with other skills. Teaching learning process must be able to handle situation because foreign language, mainly speaking, is difficult that need memory, idea and grammar.

4. Narrative Text

According to Langan (as cited in Anom D, Seken K, and Suarnajaya, 2012) narration commonly called as storytelling, or whether we are relating to a single story or several stories related to ones. Through narration, we make a statement clear by relating in detail something that has happened to us. In the story we tell, we present the details in which they happened. They are series of events that happened to a character (human, animal, plant or thing). Zaimar and Harahap (2009, p.47) point out that a narrative text is signed by the chronological use of time. In relation to the types of narrative, there are many types of narrative. They can be imaginary, factual, or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, and personal experiences. In the case of generic structure or rhetorical structure of narrative there are some structures. The structure in traditional narrative the focus of the text is on a series of actions: orientation, complication and resolution.

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In this research, the students as speakers created their own creation of narrative story by using story completion technique.

5. The Definition of Story Completion Technique

Storytelling 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. Story completion is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. The students in a group are asked to complete the story which is previously told by the speaker based on the part given by the teacher. Before that, the teacher should begin the story that must be completed by the students.

It is going to be an interesting technique because every student is motivated to speak, ignoring the error that they will make later on. This technique helps students' speaking skills improving. In this type of teaching students creativity also improve; in contrast to story retelling, in this technique students must use vocabulary of their own. This is an open task and it is students who manage the story and try to complete it.

6. The Advantage of Story Completion

There are some advantages of using story completion technique in teaching speaking. According to O'Malley and Pierce (1996, p.106) story completion gives students an opportunity to speak at length, if they can, without teacher interruption. Teacher can ask

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students to tell a story as if they were telling it to someone who is not familiar with it. Routman (as cited in O'Malley and Pierce, 1996) completion helps developed oral language proficiency as well as reading comprehension. Furthermore, telling stories often measures other skills such as reading comprehension, memory and organization.

According to Shima Ghiabi, M.A. (2014, p.23) 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.

7. The Procedure of Story Completion Technique

Here are the procedures of this technique (Kayi, 2006):

1. Teacher starts to tell a story. But after a few sentences, teacher stops narrating.
2. Each students starts to narrate from the point where the previous stopped.
3. Each student is supposed to add from four to ten sentences.

Students can add new characters, event, descriptions and so on.

8. Teaching Speaking by using Story Completion Technique

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In experimental class, the students were given pre-test, treatment and post test.

a. Pre-test

In this stage, the writer gave an oral test to the students. The purpose of this test is to measure the students' achievement in learning English especially in speaking.

b. Treatment

The writer applied story completion technique in teaching process after the students do pretest. Treatments consist of 6 meetings.

The steps of teaching speaking procedures by using story completion technique as follow :

1. The writer explained about narrative text, such as; definition of narrative text, language features and social function.
2. The writer implemented story completion technique to the students. Then the writer asked the students to decide one title of a narrative story for every group and then did a completion of the story.

c. Post test

After treatments using, the writer gave post test to the students.

It aim to measure students' achievement in speaking after apply story completion technique. The post-test was a presentation of completing a story.

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9. Relevant Research

According to Syafi'I (2013, p.103), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. Relevant research is intended to avoid plagiarism toward the designs and findings of the previous researchers.

These are relevant research which have relevancy to this research:

1. Wisnu Wijaya, Muhammad Sukirlan, Sudirman (2014), conducted a research entitled "The Implementation of Story Completion Technique In Teaching Speaking". The research was to find out the increase of students' speaking skill, the students' response, and the process of implementing Story Completion technique in SMAN. The type of this research was a embedded design, a mixed method of quantitative and qualitative research. The data were gained from pre-test, post-test, and observation. The result of this research shoed that the means score of pre-test is 53.29, while the mean score os post-test is 71.57. The significance value (2-tailed) is $p=0.000$, $p<0.05$). Moreover, the data of the observation showed positive responses to the use of story completion in teaching speaking.
2. Raissa Utami Putri, Patuan Raja, Deddy Supriadi (2015), conducted a research entitled "Students' Speaking Achievement

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Through Story Completion Technique". The research was aimed at finding out whether there was increase of students' speaking achievement after being taught through story completion technique, and finding out the aspects of speaking of the students that increase most after being taught through story completion technique. The type of this research was quantitative-experimental design. The data were gained from speaking test and recording. The result of data analysis showed there was an increase of students' speaking achievement after being taught through story completion technique. Hypothesis test showed that the significance value (2-tailed) was 0.000 ($p < 0.05$). It could be concluded that null hypothesis was rejected and it was inferred that story completion technique increased the most of the other aspects of speaking.

Based on the relevant research above, it could be seen that both writers only used one class as their sample. But in this research, the writer used two classes as experimental class and control class to see if there any significant difference and effect between experimental class and control class.

10. Operational Concept

In carrying this research, it is necessary to clarify the variable used in analyzing the data. There are two variables, variable X and Y.

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Variable X is the effect of using Story Completion Technique.
Variable Y is the students' speaking ability.

a. The indicators of variable X (Story Completion Strategy):

1. Teacher starts to tell a story. But after a few sentences, teacher stops narrating.
2. Each students starts to narrate from the point where the previous stopped.
3. Each student is supposed to add from four to ten sentences. Students can add new characters, event, descriptions and so on.

b. The Indicator of Variable Y (Students' Speaking Ability)

1. The students are able to speak English fluently.
2. The students are able to use correct grammar.
3. The students are able to use proper words or vocabulary
4. The students are able to express the comprehensible ideas.
5. The students are able to use clear pronunciation

11. Assumption and Hypothesis**a. The Assumption**

In this research, the writer assumes that the students who are taught by using Story Completion technique will achieve better speaking ability than those who are not taught by using Story Completion technique. The better Story Completion technique is applied, the better students' speaking ability will be.

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1. The Hypothesis

H_{01} : There is no significant difference of students' speaking ability in pre-test mean scores before treatment between experiment class and control class.

H_{a1} : There is a significant difference of students' speaking ability in pre-test mean score mean scores before treatment between experiment class and control class.

H_{02} : There is no significant difference of students' speaking ability in post-test mean scores after treatment between experiment class and control class.

H_{a2} : There is a significant difference of students' speaking ability in post-test mean scores after treatment between experiment class and control class.

H_{03} : There is no significant difference of students' speaking ability in pre-test and post-test mean scores of using Story Completion technique of first grade at senior high school 1 Tembilahan.

H_{a3} : There is a significant difference of students' speaking ability in pre-test and post-test mean scores of using Story Completion technique of the first grade at state senior high school 1 Tembilahan.

H_{04} : There is no significant effect of students' speaking ability in pre-test and post-test mean scores of using Story Completion Technique of first grade at State Senior High School 1 Tembilahan.

H_{a4} : there is a significant effect of students' speaking ability in pre-test and post-test mean scores of using Story Completion Technique of first grade at State Senior High School 1 Tembilahan.

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