CHAPTER II

LITETATURE OF REVIEW

This chapter reviews the related literature or theories which suit the focus of the study. This chapter is divided into five sections; the nature of the study, the conceptual or theoretical framework underpinnings the research areas, listening skill, storytelling instruction, related studies and operational concepts.

II.1 Definition of Listening

Listening is not a passive skill, nor even, as has traditionally been believed, a receptive skill. Listening is a creative skill (Wilga, 1981:160). In order to comprehend the sounds falling on our ears, we take the raw material of words, arrangement of words, and the rise and fall of the voice, and from this material we create significant.

Listening is a skill and any help we can give students in performing that skill will help them to be better listeners (Harmer, 1998: 98). In the English subject, listening is the subject which is studied alone. Listening cannot be separated with the other component of the English subject such as speaking, reading and writing. Teaching listening is one of the most difficult tasks for any ESL teacher. This is because successful listening skills are acquired over time and with lots of practice. Listening is the language modality that is used most frequently. It has been estimated that students spend almost half their communication time listening, and students may receive as much as 90% of their school information through listening to instructor and to one

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another. However, language learners do not recognize the level of effort that goes into developing listening ability.

Listening comprehension is one of the hardest skills to learn in a foreign language (Longman, 1987:156). Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

According to Woodward (1982: 92) when listening, one has to be able to:

a. Recognize sounds, words and phrases.

b. Get the general idea, remember salient points and predict what's coming next.

c. Understand the discourse type or genre you are listening to.

d. Get used to listening to different types of people for differing lengths of time.

e. Screen out what you are not interested in and focus on what you are interested in.

f. Deal with accents and dialects.

g. Interpret a message against a background of expectations and respond accordingly.

II.1.1 Listening as a Language Skill

Listening is one of four Basic English skills: reading, writing, speaking and listening (Spratt at.al, 2005:30). Like reading, Listening is a creative skill (Rivers, 1981:160), as it involves responding to language rather than producing it. Listening involves making sense of the meaningful (having meaning) sounds of language. We do this through context and our knowledge of language and the world. Anyone who uses language well has a number of different abilities. He may read book, write letters, speak on the telephone, listen to the radio, etc. in the most general way, we can identify four major skills: listening and understanding, speaking, reading and understanding and writing (harmer1983:16). Speaking and writing are obviously skills and involve some kinds of production on the part on the language user. Listening and reading are receptive skills in that the language user is receiving written or spoken language.

II.1.2. Teaching Listening

Listening skills are vital for learners. Of the 'four skills,' listening is by far the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary (www.nclrc.org/essentials/listening/liindex.htm). Without reducing your speaking speed, teacher can make students language easier to comprehend by simplifying your vocabulary, using shorter sentences and increasing the number and length of pauses in your speech. There are many types of listening

activities. Those that don't require learners to produce language in response are easier than those that do. Learners can be asked to physically respond to a command, select an appropriate story or object, cycle the correct letter or words on a worksheet, draw a route on a map, or fill in the chart as they listen. It is more difficult to repeat back what was heard, translate into the native language, take notes, make a outline, or answer comprehension questions.

To add more challenge, learner can continue a story text, solve a problem, perform a similar task with a classmate after listening to a model or participate in real-time conversation.

II.1.3 Learning by Listening

Learning (comprehending) by listening (Rivers, 1981:157), means listening which requires the listener to act in some way. Learning of language could be done by listening, imitate and practice it. Listening skills as the first phase must be connected with meaning although someone might hear or listen some of sound even imitate it. Learning is getting information from everything we listen in form of the connection among the words, ideas, and action if not it will be meaningless for the listeners. Therefore, there are steps teachers have to do dealing with listening:

a. Listeners listen to subject matter which must be learned and which itself will be tested (thus interesting how well it was comprehended).

b. Listeners listen for instruction which must be carried out in some practical way.

c. Listeners listen as part of a global act communication, as a part of a conventional interchange, which can only continue when there is comprehension

II.1.4. Procedures of Listening

There are some procedures of listening gained from *www.nclrcorg/essentials/listening/liindex.htm:*

a. Before listening

Prepare learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic. Then provide any necessary background information and new vocabulary they will need for listening activity.

b. During listening

Be specific about what students need to listen for. They can listen for selective details or general content or for an emotional tone such as happy, surprised or angry. If they are not marking answers or otherwise responding while listening, tell them ahead of time what will be required afterward.

c. After listening

Finish with an activity to extend the topic and help students remember new vocabulary. This could be a group discussion, a craft project, a writing task, a story telling and games.

II.1.5. Listening Process

According to Nunan (1991:17) there are two distinct processes involved in listening comprehension.

a. Bottom-up

Listeners use bottom-up process when they use linguistic knowledge to understand the meaning of message. They build meaning from lower level sounds to words to grammatical relationship to lexical meanings in order to arrive at the final message.

b. Top-down

Listeners use top-down processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as commons situation around which world knowledge organized. Listeners use content words and contextual clues to form hypotheses in an explanatory fashion.

II.1.6. Kinds of Listening

a. Intensive listening

According to Harmer (2001: 130) intensive listening is the live listening, where the teacher or visitor come to the class to talk to the students. Some examples of the live listening are:

1. Reading aloud

Reading aloud is an enjoyable activity, when done with conviction and style, is teacher reading aloud to a class. This allows them to hear a clear spoken

version of written text, and can be extremely enjoyable if the teacher is prepared to make a big thing of it. The teacher can also read/act out dialogues either by playing two parts or by inviting a colleague into the classroom.

2. Storytelling

Teachers are ideally placed to tell stories which, in turn provide excellent listening material. At any stage of the story, the students can be asked to predict what is coming next or be asked to describe people in the story or pass comment on it in some other way.

3. Interviews

One of the most motivating listening activities is the live interview, especially where students themselves dream up the questions. In such situation, students really listen for answers they themselves have asked for, rather than adopting other people's questions. Where possible we should have strangers visit our class to be interviewed, but we can also be the subject of interviews ourselves. In such circumstances we might, though to set the subject or to take on a different person for the activity.

4. Conversation

If we can persuade a colleague to come to our class we can hold conversations with them about English or any other subject. Than students have the chance to watch the interaction as well as listen to it. We can also extend storytelling possibilities by role playing.

b. Extensive listening

Extensive listening is a kind of listening activity with the more general free for some statements, and does not need a certain instruction or guide. This kind of listening deals with the materials known through a new method and gives an opportunity to the students to hear and listen new vocabulary and structure. The materials of extensive listening are usually taken from outside the classroom, in the student's home, made by the teacher and the like. Extensive listening is broken into four kinds:

a. Social listening

This kind of listening usually takes place in social places where people are talking each other freely about certain interesting topics.

b. Secondary listening is a kind of casual listening activity, for example, while driving by listening to music.

c. Aesthetic listening or appreciation listening is the end level of casual listening from listening to music to the level of enjoying the music.

d. Passive listening; that is, understanding some listening material without unconscious efforts such as listening to a language lesson while lying down.

II.1.7. Problems in Listening

Most learners will spend considerably more time on listening to the foreign language than producing it. They must understand what is being said in teaching and learning process. Commons listening problems are among others:

1. Thinking of something else

2. Nonverbal: distractions, poor eye contact, face, posture, space and fidgeting

3. Interruptions

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4. Finishing sentences

5. Changing the subject

6. Jumping to conclusions

7. Dismissing the information

8. Prefering to talk rather than listen

(www.usingenglish.com)

According to Abbott *at.al* (1981:63) there are ten differences mentioned below that tend to make listening more difficult than reading:

1. Students usually assume that listening to native speakers is more difficult because they have different ways to produce sounds. This is an important point to consider if students would like to communicate with native speakers.

2. Noisy sounds can change the meaning of speech. For example, in telephone conversations, announcements, public places and conversations in crowded, noisy places. If students are really interested in written materials, teachers can shout out many interruptions but it is more difficult with a speech as it needs full concentration.

3. The listener can't manage the speed of listening the material easily.

4. Speaking materials are difficult.

5. We can't understand the information only for a while if it uses unfamiliar words.

6. A student sometimes has to deal with synchronization with other task.

7. Speaking is normally much less densely packed with information than writing.

8. In many situations, student gets signals to interpret with language alone.

10. When the listener is confused with a conversation, they can ask clarification about the material.

II.1.8. Developing Listening Skill

According to Abbott at. al (1981:65) there are five ways to develop listening skill.

a. The types of listening materials that students may need to be able to comprehend if we want to help them to develop their listening skills.

1. Dialogue

   a. Unscripted conversations between the students and other foreign language learners, native speakers, and other language users without the students' participation.

   b. Scripted conversation, e.g. like conversation in games and films normally among native speakers to stimulate the original conversation. In fact, there are advantages and disadvantages, even to follow the conversation are easier than having a dialog alone or group.

2. Monologue

   a. Prepared but unscripted conversation. Teacher conveys the material from outlined notes consisting of repetition, rephrasing and indecision, but not as much as unscripted conversation. Dialect can be differentiated, whereas quick voice cannot.

   b. Verbal instructions and public announcements. Information given by residents is usually natural and short. It is often repeated in identical

form. If conversations are used in public place, they are difficult to hear because it is noisy. Dialect may be different but speed will be fairly uniform and moderate.

c. Formal scripted conversation, lectures or teachers and news bulletins read aloud (sometimes called 'spoken prose'). These are similar to written texts. Teacher has high information and little repetition. Teacher usually delivers fairly well with deliberate style. The speaker will often use whatever dialect to make students understand.

b. Ways to Develop Skills

According to Abbott *at.al* (1981:63) there are basically two ways of helping students to develop skills. One is just to give the students practice and hopefully they will work out for themselves with the most efficient way. The other way is try to find out how efficient students use their skills, to separate the more specific sub-skills which the process entails, then to find activities and exercises which focus on the development of these sub-skills.

We need to give both general practice and exercises which focus on such things as developing the ability to listen selectively, to recognize repetition and rephrasing, to make predictions and modify predictions, to use the information provided by connecting words and markers of grammatical relationships, to take the a message or main idea without understanding every word. We also need to give practice in such a way that the whole process of foreign language comprehension is gradual.

c. Making the learner's task easier

The types of practice given to any particular group of learners will obviously be influenced by the types of material you think they will eventually want to listen to. But neither the material nor the circumstances in which they listen to it need be exactly like the target situation right from the start. According to Abbott at.al (1981:63) the learners cannot really control his foreign language listening experiences, but teacher can control students in various ways.

1. Teacher can select material which can attract the student interest. Students perform better with the material they want to listen to because they enjoy it.

2. Teacher also can use prior knowledge of the material to guide the listeners. This may be done in two ways:

   a. Teacher can introduce the topic with a short discussion; for example she could announce the title or say the first sentence and ask what they think about it.

   b. Teacher can help students to be selective by giving them a purpose for listening. Give a few questions before the first hearing or ask them to understand the three main steps in a process.

3. Teacher can select a material at an appropriate level of linguistic difficulty as syntax and vocabulary.

4. Teacher can control the materials. Listening exercises should be shorter than reading texts, especially in the earlier stages.

5. Teacher can repeat the material. This is clear but needs to be done with care. In most target materials will be heard only once. It is therefore, a

good idea to give students something specific to listen for, even on first hearing, to prove that they can get some information from a single hearing.

6. Teacher can control the speed of delivery and clarity of diction.

This again is obvious but it is very easy to take it too far. Students who eventually have to listen to speech at full speed and with native speaker's fluency (with short forms, unstressed words, etc).

7. The variety of accents and types and the amount of noise and other distortions can be controlled.

d. Providing feed-back

According to Abbott *at.al* (1981:63) Students need some idea of how to understand well something they have listened to. One of the teacher's jobs is to provide some form of outside and objective assessment. This is similar to testing, but it should be a form of testing which puts the interests of the learner first. Basically the problem consists of finding a way in which the students can present how well he has understood the comprehension of material without being influenced by other factors. Thus, a student understood the material while he was listening to it but should :

1. Understand the question (this applies particularly to multiple-choice questions)
2. Formulate and produce a satisfactory answer
3. Remember the answer.

Furthermore, full comprehension requires an ability to remember the information received; it is not meaningful listening at all if students forget everything immediately.

e. Information transfer exercises

Information transfer exercises are very useful here. This information involves receiving in one form, like: diagrams, graphs, lines on maps, labels, etc (Abbott at.al 1981:63).

II.1.9. Type of Listening Question

According to Longman (1987:156) there are some traditional types of listening comprehension questions:

a. Dictation

b. Answering question

c. Obeying command

II.2. Nature Speaking

Speaking is one of the basic language skills that has an important role rather than other skills due to its significant and its use for communication. According to Jones speaking is a form of communication, it is important that what you say is conveyed the most effective way. How you say something can be as important as what you say in getting meaning across (1989:14). Based on that statement, speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible to convey the massage.

Bygate (1997; 8). also said that speaking is a skill, which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which students is frequently judge. It is also the vehicle par excellent of social

solidarity, of social ranking of professional advancement and business It indicates that as one of language skills, speaking should get more attention from the teacher and learners because it plays an important role in society.

Meanwhile, Donough and Shaw (2003;134) stated there are some reasons for speaking involved expressing ideas and opinions: expressing a wish or desire to do something; negotiating or solving a particular problem; or establishing and maintaining social relationship and friendship. Besides, fluency, accuracy and confidence are important goals in speaking Therefore, as a language skill, speaking becomes an important component to be mastered by the students as the main tool of verbal communication.

Brown also said speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs (Brown, 2000;267). We generally use speaking as means of communication in daily interaction. The presence of speaker and listener is to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something we call communication. Communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain and give order each other.

Spoken language is the most familiar form language that is used by members of society in order to build relations. As a means of communication, spoken language fundamentally occurs within a contact. In some social contexts, spoken language is used as the dominant form of communication (Burns and

Joyce, 1997:13). Mastering the spoken language is not merely mastering its articulation and forms. The ultimate aim of the mastery of spoken language is to communicate. This means that mastery of rule of the speaking and conversational skill is necessary. In other words, the students must be able to use English for both interactional and transactional purposes. Therefore, the students must be taught about the acceptable expression of language functions and formulaic expressions when opening, responding, and terminating a conversation. For this reason, the teachers of English need to use teaching strategy by which the students can be involved in the communication actively.

Speaking as skill, where there is a task to complete and speaking the way to complete it (Thornbury,1994). Speaking is the most important factor of the four skills in language learning. Speaking is a language skill which should be developed in the life of children proceeded by listening skill. The process of speaking skill is firstly begun from the process of listening. Increasing the listening skill is very beneficial for speaking ability.

Speaking ability is related to communicative competence. Brown (2000) foreign language learning started to view not just as potentially predictable development process but also as the creation of meaning through interactive negotiation among learners. It means that communicative competence is the aspect of our competence that enables us to convey and interpret the message and to negotiate meanings inter-personally within specific context.

Based on the previous definition above, it can be synthesized that speaking is the process of using the urge of speech to pronoun vocal symbols in order to

share information, knowledge, ideas, and opinions, to other persons. Moreover, speaking cannot be disassociated from listening aspect because speaking involves speakers and listeners.

II.2.1. The Elements of Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develops at the different rates. Either four or five components are generally recognized in analyzing the speech processes: (Heaton,1990;70-71).

a. Pronunciation (including the segmental features – vowels and consonants and stress and intonation patterns). As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech (2007:343). The speaker must be able to articulate the words, and create the physical sounds that carry meaning. at the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in language they already know.

b. Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary (Bygate,1997;3). Grammar is the sounds and the sounds patterns, the basic units of meaning, such as words, and the roles to combine them to form new sentences. Therefore, grammar is very

important in speaking because if the speakers do not master grammar, they cannot speak English correctly.

c. Vocabulary

Vocabulary is a basic element in a language. Vocabulary is single words, a set of phrases, variable phrases, phrasal verbs and idioms (Folse, 2004;2). It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating (Riddel, 2001;118). Meanwhile, according to Gower *et al*; (1995;100) fluency can be thought of as the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities, they have got regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed both of speakers because comprehension can make people get the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

II.2.2. Points to consider about speaking

Speaking is a form of communication, so it is important what is being said is conveyed in the most effective way. How something is said can be as important

as what you say in getting your meaning across. Jones stated that there are some points to consider about speaking (1989;14), they are :

a. Clarity

The word you speak must be clear if listeners are to understand what you say. This means speaking your words distinctly and separately, not running them together and slurring them.

b. Variety

Speech has its own rhythms and tunes. The voice usually rises, for instance, to indicate a question. Some words in a sentence require more emphasis than others if the meaning is to be clear. Unimportant words tend to be spoken more quickly than important ones. Consider things like pitch, emphasis, speed, variations in volume, pauses.

c. Audience and tone

The way someone speaks and the tone he uses will be affected by the audience to whom he is speaking (Jones,1989:14). When he is speaking with a person he needs to know him or her before he starts to speak.

It can be concluded that in speaking, a speaker must consider the three points above in order that they can convey the meaning effectively.

II.2.3. Types of Speaking Activities

The most important feature of speaking activity is to provide an opportunity for the students to get individual meanings across and utilize every area of knowledge they have. According to Riddel, there are the various kinds of activities that can be implemented by teachers in order to stimulate students to

speak. Those activities are ranking, balloon debate, debates, describing visuals, role play, students' talks and discussion (2001;17). In this study, the writer chose role play as the strategy to improve the student's speaking ability because it can work with any levels. With lower levels, give them a realistic context (especially if in English speaking countries like shopping, and realistic role (i.e. the customer, not the shop assistant).

II.3. Theoretical underpinnings of the research area

II.3.1 Teaching Speaking

Teaching speaking needs strategies and roles. A teacher must have a good role in order that the students get more information from the materials. According Harmer (2005), there are three suggestions if we are trying to get students to speak fluently :

1. Prompter

Students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect from them. We can leave them or struggle out of such a situation on their own; indeed sometimes this may be the best option. However, we may be able to help them and the activity to progress by offering discrete suggestion. If this can be done supportively without disrupting the discussion, or forcing students out, it will stop sense of frustration that some students feel when they come to a dead end of language or ideas.

2. Participant

Teacher should be good animators while asking students to produce a language. Sometimes this can be achieved by setting up an activity clear and with

enthusiasm. At other times, however, teachers may want to participate in discussion themselves. That way can prompt covertly, introduce new information to help the activity along, ensure continuing students engagement, and generally maintain a creative atmosphere.

3. Feedback provider

The difficult question is when and how to give feedback in speaking activities in answering by considering carefully the effects of possible different approach.

II.3.2. Reasons for Teaching Speaking

Harmer stated that there are three main reasons for getting students to speak in the classroom:

a. Speaking activities provide rehearsal to practice real life speaking in the safety of the classroom.

b. Speaking task in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are and what language problems they are expecting.

c. In speaking, students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrase fluently without very much conscious thought (2007;123)

How speaking activities provide opportunities for rehearsal give both teacher and students feedback and motivate students because of their engaging

qualities. All above points will help students to be able to produce language automatically.

II.3.3. Types of Classroom Speaking Performance

Brown offered six similar categories applicable to the kinds of oral production that students are expected to carry out in the classroom (2001;271-274)

a. Imitative

A very limited portion of classroom speaking time may be spent generating "human tape recorder" speech, where, for example learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair activity, here learners are "going over" certain forms of language.

c. Responsive

A good deal of student speech in the classroom is responsive, short replies to teacher or students-initiated questions or comments.

d. Transactional (dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationship than for transmission of facts and information.

f. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral repots, summaries, or perhaps short speeches. Here the register is more formal and deliberative. Thee monologues can be planned.

Each category above can be implemented based on the student' levels and ability. Here are the summary of the purpose of each element : imitative for focusing on some particular element of language form, intensive to practice some phonological or grammatical aspect of language, responsive can stimulate students' in speaking, transactional to invite students to engage in a convention, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in a short speech.

II.3.4. The Roles of the Teacher during Speaking Activities

During speaking activities, teacher needs to play a number of different roles; they can be prompters, participants, even feedback providers as viewed by Harmer (2007:347-348) as follow:

a. Prompter

When students sometimes get lost in speaking, teacher can leave them to struggle out of situations on their own, and indeed sometimes, this may best option. However, teacher may be able to help students and the activity to progress by offering discrete suggestions.

b. Participants

Teachers should be good animators when asking students to produce language. This can be achieved by setting up an activity clearly and with enthusiasm. At other times, teacher may want to participate in discussions or storytelling.

c. Feedback provider

When students are in the middle of a speaking task, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations.

In summary, when teacher being a prompter, a participant, even a feedback provider, he has to be careful that he does not force students, does not participate too much, and does over correction.

II.3.5. The Criteria of a Successful Speaking Activity

Ur (1996) stated four characteristics of a successful speaking activity which can be explained as follows:

1. Learners talk a lot

As much as possible of a period allotted to the activity is occupied by learner talk. This may seem obvious but often most time is taken up with teacher talk or pauses. Learners being active in speaking when joining an English lesson, they ask and give statements to the teacher and friends using English language. They will be familiar with English because they always practice in the classroom.

2. Participant is even

Class discussion is not determined by a monitory of talkative participants; all the group members get their chance to speak and contributions are fairly, evenly distributed. All of the students participate in speaking, not only smart students but almost of student who join speaking activity. The class will be active because the students show up their speaking ability.

3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieve the task objectives. They become active students in class especially in speaking English.

4. Language is of an acceptable level

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

II.3.6. Problems in Teaching Speaking

Teaching speaking is more demanding on the teacher than the teaching of any other language skills. The problems may come from learning the language

itself, and also from the technical problems in teaching speaking (River, 1987). Moreover River also adds that such features as pitch, intonation, stress and duration, assimilation, juncture, elisions, liaisons at word boundaries and expensive features like tone of voice and gesture are often all but ignores. Those features are constraints dealing with the language. However, teachers may find more problems in teaching speaking which are related to the technical problems.

II.3.7. Evaluating Speaking Ability

Adam and Frith (1979: 35-8) gives a wide explanation that is summarized into five factors that must be paid attention criteria speaking ability. Those are follows:

Table II.3.7
Criteria Speaking Ability

No	The aspect evaluated	Score	Criteria
1	Accent	1	Pronunciation frequently unintelligible.
		2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
		3	"Foreign accent" requires concentrated Listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
		4	Marked "foreign accent" and occasional mispronunciations which do not interface with understanding.
		5	No conspicuous mispronunciations, but would not be taken for a native speaker.
		6	Native pronunciations, with no trace of "foreign accent".
2	Grammar	1	Grammar almost entirely inaccurate phrases.
		2	Constant errors showing control of very few major patterns and frequently preventing communication.

		3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
		4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
		5	Few errors, with no patterns of failure.
		6	No more than two errors during the interview
3	Vocabulary	1	Vocabulary inadequate for even the simplest conversation.
		2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
		3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
		4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
		5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
		6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
4	Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible.
		2	Speech is very slow and uneven except for short or routine sentences.
		3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
		4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
		5	Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
		6	Speech on all professional and general topics as effortless and smooth as a native speaker's.

5	Comprehension	1	Understands too little for the simplest type of conversation.
		2	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
		3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
		4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
		5	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
		6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

II.4. Definition of Storytelling

II.4.1. What is Storytelling?

Firstly, a story is defined as a narrative account of a real or imagined event(s), it is a structure of narrative with a specific style and a set of characters. Additionally, in this technique 'storytelling' learners may share experience and learn from others' wisdom, beliefs, and values .Besides that, stories build blocks of knowledge and it is the foundation of memory and learning, lastly, stories connect people to the past, present and the future (Barzaq, 2009:6-7)

Maynard(2005:1) defined stories as the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, the way they make sense of the world and their own position within it. Maynard (2005:2-3) stated that stories are important to

people, politics, and education. Stories are how people make sense of themselves and their worlds. Stories for young children are spontaneous in which they act out as they play, one can see how they believe people relate to one another, who they hope to become, and how they will behave. As adults, the true and imaginary stories wish to tell, believe and suggest what the most important value in this world. In a real sense, stories make people. For this reason, stories are political because they address the ways in which people identities, their beliefs, attitudes, and values, are created and maintained. These identities determine how people live together in and out of schools as much as school rules or governmental laws (Shannon , 1995:xi).

"Storytelling is a task shared by storytellers and story listeners. It is the interaction of the two that makes a story come to life" (Baker and Greene ,1985:28).

Stories paint word pictures and use the sound and rhythm and repetition of words. Developing and learning a story concentrate on its visual and audio aspects: either assemble it into a series of visual pictures like a filmstrip, or consciously absorb the rhythm and arrangement of the sounds of words.

(Baker and Greene, 1985:28)

The writer assured that stories have great effect when they are visualized or pictured, and when someone wants to present stories in teaching listening comprehension, they should be purposeful to be applicable in teaching; additionally, they should have a rhythmic arrangement.

Baker and Greene (1985:28) stated several characteristics of a good story; that is, having a single theme, clearly defined , a well-developed plot ; the style should contain vivid words and   pictures, having pleasing sounds and rhythm , should   have characterization, be faithful to source, have dramatic appeal, be appropriate to listeners,   be short and contains simple words and sentences, be effective, contain active verbs, avoid adjectives, contain expressions of opinion, cite quotes, facts, sources , be edited with appropriate punctuation, grammar and capitalization.

Barzaq (2009: 7) defined storytelling as a knowledge management technique, a way of distributing information, targeted to audiences and a sense of information. She added that stories provide natural connection between events and concepts. She finally added that visual storytelling is a way of telling stories through images .

> "Telling is the live, person to person oral and physical presentation of a story to an audience "Telling" involves direct contact between teller and listener. It mandates the direct presentation of the story by the teller. The teller's role is to prepare and present the necessary language, vocalization, and physically to effectively and efficiently communicate the images of a story "(Barzaq 2009:7)

She emphasized that the listener's role is to create a vital images, actions, characters, and events .The story in the listeners' minds based on the teller's performance. Additionally, she cited in (Egan,1995:116-125) that storytelling is a linguistic activity that is educative because it allows the listeners to share their personal understanding to other people and that it is a performance art that has been revitalized in recent years, and in these days storytellers perform texts that listeners have learned it from books .

II.4.2. Advantages and Disadvantages of Storytelling

Advantages and disadvantages of storytelling (modified from Woodhouse, 2008)

1. Advantage of storytelling

   a. Students can use storytelling to share stories of success and develop a sense of community.

   b. Students can use storytelling to explore personal roles and make sense of their lives.

   c. Storytelling enhances creativity, imagination and concentrates the mind.

   d. The use of imagination enables stories to be remembered.

   e. Storytelling enhances critical thinking and listening skills.

   f. Storytelling maintains oral tradition.

2. Disadvantage of storytelling

   a. Preparation for storytelling takes time.

   b. Students require a safe environment and may feel uncomfortable to share their stories.

   c. Topics may challenge personal values and therefore be threatening.

   d. Students may need directions and guidance at various stages of storytelling.

   e. Students' response depends on their earlier exposure to storytelling.

   f. Storytelling requires visualization skills and may not suit everyone's learning style.

II.4.3. The Characteristics of a Good Story

Barzaq (2009:15) considered storytelling as educational means because they are believable, memorable, and entertaining and because they depend on humans and their experience that is considered as an authentic and credible source of knowledge. Bausch(1994 : 29-80) added and related the characteristics of a good story as follows :

1. Stories provoke curiosity and compel repetition. Good stories are so gripping that people want to hear them over and over again.

2. Stories unite people in a holistic way to nature. A good story causes the feeling of connecting to nature and for a believer to the God of nature. That connection makes people have a feeling of holism.

3. Stories are a bridge to one is culture and roots. One may have common stories that evoke his or her identity to past generations and others' roots.

4. Stories bind the listeners to the universal, human family. One may be puzzled especially as believers to discover that other cultures have similar motifs. These stories could have a binding effect and empower people to understand that they are all part of a universal family, regardless of color, race, or creed.

5. Stories help their listeners to remember. The stories that people hear and tell remind them of their roots, those things that they share in common, honor, and shame.

6. Stories use a special language. Stories use all kinds of language conventions to make the story vivid and memorable.

7. Stories restore the original power of the word. Spoken and written words carry great power.

8. Stories provide an escape; a good story calls the listeners away from the immediate and gives them an opportunity to reenter life. Think of how children forget their hurts by the time a parent tells story.

9. Stories evoke in the listeners' right-brain imagination. Stories bring about a balance by calling the listeners to use the right side of the brain.

10. Stories promote healing; they can bring reconciliation and forgiveness.

11. Stories provide a basis for hope and morality, they call their listeners to the imagination of hope, and therefore they must be saved by hope.

Barzaq (2009:20-21) cited in (Burner, 1986) that there are some characteristics about the storytelling to be considered:

a. Storytelling is an interactive performance art form; it is direct interaction between the teller and the audience which is an essential element of storytelling.

b. Storytelling is, by design, a co-creative process. The audience do not receive the story from a teller passively, the teller provides no visual image unless s/he uses technological equipment to present the story to the audience, so listeners create these images based on the teller performance and their own experiences and beliefs.

c. Storytelling is by its nature, personal, interpretive, and uniquely human; she considered storytelling a main vehicle for interrupting events, concepts and experiences, and it is a basic form of human communication.

d. Storytelling is a process, a medium for sharing, interrupting, offering the content and meaning of a story to an audience.

e. It is empowering to be able to express his or her thoughts and feeling through oral language.

f. The storytelling as an art can be enjoyable tool for practicing listening comprehension sub-skills and verbal expression.

g. New vocabulary can be introduced and easily comprehended within a story context.

h. By storytelling the learners can learn instructions, recipes, secrets, riddles warnings , questions and explanations.

i. Imagination can generate language and comprehension is facilitated by the story's events .

II.5. Related Studies

1. Esther Oduolowu, PhD and Akintemi, Eileen Oluwakemi (2014) conducted research entitled "*Effect of Storytelling on Listening Skills of Primary One Pupil in Ibadan North Local Government Area of Oyo State, Nigeria*". The use of Storytelling strategy in Primary one and Pupil listening ability. The researcher wanted to investigate the effect of Storytelling strategy as a classroom activity on Primary one and Pupil listening ability. Listening is the first language skill that children develop and it is the most dominant communication skill in the classroom and everyday life. One way by which the skills of listening can be developed is through storytelling. Studies have shown however that listening skill is not

given adequate attention in primary schools especially, through the use of storytelling. This study therefore investigated the effect of storytelling on the listening skills of primary one pupil. The study adopted pretest-posttest control group quasi experimental design. Two public primary schools were purposively selected and randomly assigned to experimental and control groups. The experimental group was exposed to storytelling with illustrations while the control group was exposed to storytelling without illustrations. Morrow's 10-Point Scale for Retelling Analysis was used to measure the listening skills of pupils before and after listening to stories in Yoruba Language. Data collected was analyzed using ANCOVA. There was a significant main effect of treatment on the listening skills of primary one pupils (F40) = 0.01; $p < 0.05$; 2 = 0.14). Among recommendations made was that storytelling in indigenous languages with illustrations should be adopted by teachers in primary schools to teach listening skills.

The first related study mention about the similarities and differences with this study. There are differences in sample sampling, such as they did research in parimary schoo , and I did my research at a secondary high school. Both studies have similar research designs using Pre-test and Post-test. As I read this journal, I could make a conclusion in two aspects:

1) Effect of treatment on listening skill

Those that were exposed to storytelling with illustration and obtained higher listening skills mean score than those exposed to storytelling without illustrations.

2) Effect of Gender on listening skill

The findings have revealed that there was a significant effect of gender on the listening skills of primary pupils. That means that the girls in all the groups performed better than the boys.

2. Another study was conducted by Khadeja Abd Al-Rahman Abo Skhela (2010) conducted thesis entitled " *The Effectiveness of Using Storytelling Technique in enhancing 11*[th] *Graders' Listening Comprehension Sub-Skills in Middle Gaza Governorate*". This study aimed to investigate the effectiveness of using storytelling technique in enhancing 11th graders' listening comprehension sub-skills in Gaza Middle Governorate. To answer the questions of the study, the researcher adopted the experimental approach .The sample of the study consisted of (74) female students from Shohada Al Mgazee secondary school (B), the sample was divided into two groups ; experimental (37) and control group (37).The storytelling technique was used in teaching the experimental group, while the traditional method was used to instruct the control group in the second term of the school year (2009-2010). The study examined the improvement shown by the experimental group who received storytelling technique integrated with (9) weeks through

the   training materials from the first of February to the end of March. Eight stories in the proposed program were used t o measure the four sub-skills; predicting, telling the main idea, recognizing characters and summarizing the events. The researcher used pre-test and post-tests as the instruments of the research. The data of the study were analyzed , using t-test paired sample in addition to Eta square($\acute{A}^2$) used to calculate the size effect and to identify the effectiveness of using storytelling technique in enhancing 11th graders' listening comprehension sub-skills ; predicting , telling the main idea , recognizing characters and summarizing the events .The study indicated that there were statistically significant differences in the eleventh   graders' listening comprehension sub-skills due to storytelling technique. Based on the finding, the researcher has recommended using storytelling as a technique to enhance listening comprehension sub-skills .This study has also suggested that further research should be conducted on the effect of storytelling technique of learning English skills.

The second related study mention about the similarities and differences with this study. Thus this study was an experimental study and not different in population. The results of the study were that mean and standard deviation of the experimental and control groups' results were computed. T-test was used to measure the significance of differences. The result correspond to what Kortner (1988) stated that that storytelling tried to make sense out of things when recognizing theme in a story that have

become cultural and often cross-cultural archetypes of historic and continuing importance.

3. In addition, Esmail Zare-Behtash and Amin Saed (2010) conducted research entitled "*The Effect of Storytelling Technique on Speaking Ability of Female Iranian Intermediate EFL Learners*". The main purpose of the quasi-experimental study was to investigate the effect of storytelling technique on writing ability of Iranian intermediate EFL learners. To this end, 40 female intermediate EFL learners with the age range of 1416 attending Chabahar Maritime University High School were initially selected. The homogeneity of their proficiency level was established via the administration of a TOEFL (the Paper-Based Test) proficiency test. Then they were randomly divided into two control and experimental groups. A speaking test was administered to Female subjects of both groups at the beginning of the study. The experimental group used storytelling technique two times a week while the control group was not trained on this technique. At the end of the study, a speaking test was administered to all subjects for examining their ability in speaking skill. Independent sample t-test and paired sample t-test were performed for data analysis. The results showed that storytelling technique had a significant effect on improving the speaking ability of intermediate EFL learners.

The third journal presented Quasi-experimental which is similar to the design of my study. The findings proved that who supported the effectiveness of storytelling technique argued that this technique is better

than the usual ways of teaching speaking. The reason is that storytelling technique requires students to engage in guided earning and problem solving and as a result improves their speaking skill.

4. Pravamayee Samantaray B.Ed, M.phil (2014) conducted research entitled "*Use of Story Telling Method to Develop Spoken English Skill*". Considering the nature of human beings as storytellers, teachers can use storytelling as a teaching method in English classrooms. The aim of this study was to discuss the storytelling teaching method adopted in ELT Classroom. This study tried to answer the research question: to what extent story telling was effective in developing the speaking skill in English of the technical students. The sample of the study consisted of 80 2 semester students of Centurion Institute of Technology and Management. The stories, which represented the proposed program were used to measure the four sub-skills; predicting, telling the main idea, recognizing characters and summarizing the events. The researcher used pre-test and post-tests as the instruments of the research. This study also suggested that further research should be conducted on the effect of storytelling technique of learning English skills**.** This task oriented language learning tool enhances the imaginary capability of the students and provides better contexts of learning English language. This is the method in which students are given themes to form stories which serves as a technique to develop multi-skills like power of imagination, confidence, fluency, problem solving attitude, team work, empathy etc.

The fourth journal has a similarity with my research with Quasi-experimental design. The researcher used a Pre-test, Treatment, and a Post-test to investigate the students' speaking ability by using storytelling. As mentioned the aim of the paper was to provide a brief introduction to the current research activity in the areas of storytelling and learning English. Storytelling technique is believed to be one of the entertaining techniques that can be used with learners in order to develop their English language skills.

5. A study on similar focus was also conducted by Ratih Inayah (2015) conducted research entitled "*Improving student speaking skill though storytelling technique*". The researcher conducted a research on speaking ability in English learning by using storytelling technique. In senior high schools, the objective of the speaking skill is challenging; therefore, it is not easy to achieve. The teachers and students may face some problems in the teaching and learning of speaking. Thus, this study attempted to investigate the effect of storytelling on students' speaking ability and students' attitudes toward the application of storytelling technique. This research was conducted towards the tenth grade students of a Senior High School in Bandung. It used a quasi-experimental design involving 30 students in the experimental group and in the control group respectively. The experimental group was given the treatment with storytelling technique, while the control group with conventional technique. The instruments used were speaking test (pre-test and post-test) given to both

groups and questionnaires to the experimental group only. The results of this study showed that : 1) the storytelling technique had an effect on improving students' speaking ability because there was a significant difference between the posttest scores of students in experimental and control groups with the level of significance of 0,05, the t-observed (2,106) was higher than t-table (1,684). 2) Overall, students' attitudes toward the implementation of storytelling technique were positive because they enjoyed the learning process and they were interested in the story. Moreover, the storytelling technique could help them to improve their peaking ability.

Based on the fifth journal it can be concluded that storytelling technique works effectively in improving students' speaking skill. The result of the research proved that the students' who were taught by using storytelling have better performance in speaking skill than those who were taught by conventional technique.

6. Uswatun Khasanah (2011) carried out a research entitled, *Improving listening skill through storytelling*; based on the first observation, the student still had limited listening skill and difficulties to learn listening. The students' attention to learn English was decreasing and the teacher had difficulty in classroom management. The research aimed to describe the teaching listening through story telling can improve listening skill. The second purpose was to describe the procedures of teaching listening through storytelling and the third was to describe the challenges of

implementing storytelling in the listening class. In this research, storytelling was used to improve students' listening in learning English. This research was carried out at MTs N Klego Boyolali especially in class VIII A that consists of 22 students. In collecting the required data, the writer made an observation, test, and documentation. There were two cycles in this classroom action research. In which, each cycle was divided to four procedures, namely; planning, acting, observing and reflecting and consisted of two meetings. The results of pre-test and posttest were used to know the improvement of the students' listening skill. Based on the research findings, the mean score of pre-test was raising from 43,40 to 60, while in post-test of the first cycle and pre-test the score was raising from 58,86 to 73,40 in post-test in second cycle. The students' score was getting better in each cycle. So, it was discovered that the students' listening skill was improved.

On the basis of the sixth journal, it can be concluded that the process of teaching listening using storytelling was to improve the students' listening skill and to motivate the students to be active in the classroom. Therefore, it is better for the students to study English carefully through practice and experience, and to be active and creative in learning English.

7. M. Syukron Katsir (2011) conducted a research entitled *"The effect of storytelling strategy toward students' speaking ability of narrative text at the second year of MTS Muhammadiyah 02 Pekanbaru"*, the English

teachers at MTs Muhammadiyah 02 Pekanbaru had implemented some strategies to improve students' speaking ability such as the teacher taught students by giving explanations about the materials and then the teacher asked the students to question and give responds, sometimes the teacher used guessing games and discussion. The teacher had applied an interesting strategy and it was not a monotonous teaching strategy. In fact, the students still could not speak English well dealing with narrative texts. This study was carried out at MTs Muhammadiyah 02 Pekanbaru. The subject of this research was the students at the second year of MTs Muhammadiyah 02 Pekanbaru, and the objective of the research was to know the speaking ability of students' before being taught by Storytelling strategy, to know speaking ability of students after being taught by Storytelling strategy, to know if there was any significant effect of storytelling strategy on students' speaking ability of narrative texts at the second year of MTs Muhammadiyah 02 Pekanbaru. The type of research used was pre-experimental research. The writer took one group pretest-posttest design. The writer used one class as sample that consists of 30 students. Before giving the treatment, the students were given a pre-test and post-test after the treatment. The techniques of collecting data were the observation and test. The observation was used in order to find out the implementation of Storytelling strategy and the test was used in order to find out the students' speaking ability of narrative texts of the second year of MTs Muhammadiyah 02 Pekanbaru. The technique used to analyze the

data was T-test in order to find out the relationship between the pre-test and post-test results by using SPSS 16.00 Version.

On the basis of the research findings, it can be concluded that the process of teaching speaking using storytelling proved that that there was a significant effect of storytelling strategy on the speaking ability of narrative text of the second year of MTs Muhammadiyah 02 Pekanbaru.

8. Sri Lestari (2011) conducted a research entitled "*Improving students' speaking performance through storytelling technique of the second years students' at SMPN 2 Rengat*". Storytelling can be an enjoyable activity for both teller and listeners and should be engaged in at all grade levels. It provides practice in expressing ideas in though units, using colorful and descriptive language. The speech abilities needed for story telling are essentially the same ones required for all speaking activities. It encourages students to experiment with voice, tone, gesture and facial expressions. Retelling stories also and encourage reading motivation, intellectual and practical nourishment of oral culture, and to the extent that our modern literate culture retains oral practices where narrative texts continue to play a vital role in teaching and learning.

This study was an experimental research. They were two variables: Independent variable and dependent variable. The independent variable is variable that is identified as a casual variable that is thought to cause the independent variable. Meanwhile, the dependent variable is a variable that is identified as an improvement; the result variable is thought to be caused

by the dependent variable. The population of this research was the entire student's of the second grade of SMPN 2 Rengat in the academic year 2010/2011. The number of population was 72 students consisting of 2 classes and each consisted of approximately 36 students.

Based on the results above, the writer can conclude that there is a significant improvement in students speaking performance using storytelling.

9. Ampha Jenprai, (2013) carried out a research entitled "*A Study on the Effectiveness of Storytelling-Based-Instruction to Enhance English Listening and Speaking Skills of Sixth-Grade Students*". This research was an experimental study examining the effectiveness of storytelling-based instruction to enhance sixth-grade students' listening and speaking ability. It investigated learners' attitudes towards their English lessons after learning English through storytelling-based instruction. The participants were two classes of sixth-grade students, totaling 60 students selected by uisng convenience sampling from seven intact classes at Bancha-uat School in Nakorn Srithammarat province. The two classes selected were randomly assigned as experimental and control groups. The data were collected through the English Listening and Speaking Skill Achievement Test. The test was administered to both groups as the pretest and posttest. Following the pre-test, students in the experimental group were taught using the lesson plans of storytelling-based instruction for six weeks for a total of 18 sessions, while the control group was taught using traditional

lesson plans that did not employ storytelling. At the end of each lesson the students in the experimental group were asked to write a learning log. After the experiment, their attitudes were explored through a Questionnaire on Students' Attitudes. The data were analyzed quantitatively and qualitatively.

Referring to the results of this research it was clear that the English listening and speaking ability of the students were significantly higher than the control group at the .05 level. In addition, students' attitudes towards English lessons after the experiment were highly positive. This study demonstrated the effectiveness of teaching English listening and speaking skills based on storytelling-based instruction.

10. Anik Indramawan, (2012) did a research entitled "*Improving the students' English speaking ability using Storytelling (A classroom Action Research at the Eighth Grade of MTs Raudlatul Muta' allimin Wilangan Nganjuk)*". The objectives of the research were to describe whether the use of storytelling could improve the students' speaking ability; to describe the effective of teaching-learning process when storytelling was implemented in the speaking class.

This research was carried out to the students of MTs Raudlatul Mutta'alamin Wilagan Ngajuk. It was conducted from December 2009 up to July 2010. The research method was classroom action research and it was conducted within three cycles. In collecting the data, the writer used questionnaire, interviews, observation, diaries, and test. Having collected

the data, she analyzed them both qualitative and quantitative data. The qualitative data were analyzed by using Constant Comparative Method: comparing incident applicable to each category, integrating categories and their properties, determining the theory, and writing the theory. The quantitative were analyzed using descriptive statistics to calculate the mean scores of the pre-test, the test in cycle 1, the test in cycle 2, and the test in cycle 3.

The research findings showed that storytelling could improve; (1) the students' speaking ability: (a) The students could pronounce some English words correctly; (b) They could produce grammatical sentences; (c) they could use appropriate vocabulary; (d) They could express their idea fluently: and (e) The content of their expression could be understood; and (2) the effectiveness of teaching learning process using storytelling was effective. The result also showed that storytelling could improve the teaching-learning process, in terms of (a) creating live teaching atmosphere; (b) increasing students' participation; (c) improving students' interest, motivation, and self-confidence.

In addition, this research showed that there was improvement not only in the speaking ability of the students involved of the study but also the effectiveness of teaching-learning process. It can be stated that the speaking class was more effective and alive when the teacher used storytelling to teach the speaking ability. Therefore, it is recommended that the English teacher should be: creative to guide the students in teaching

materials so that they are able to understand them; active to create an interesting atmosphere because storytelling can build up the students' interest, motivation and self-confidence.

II.6. Operational Concept

There were three variables in this research. The first variable was Storytelling Strategy as the independent variable or X variable. The second variable was students' listening ability as the dependent variable or Y1 variable. The third variable was students' speaking as the dependent variable or Y2 variable as presented in the following figure.

Figure II.1
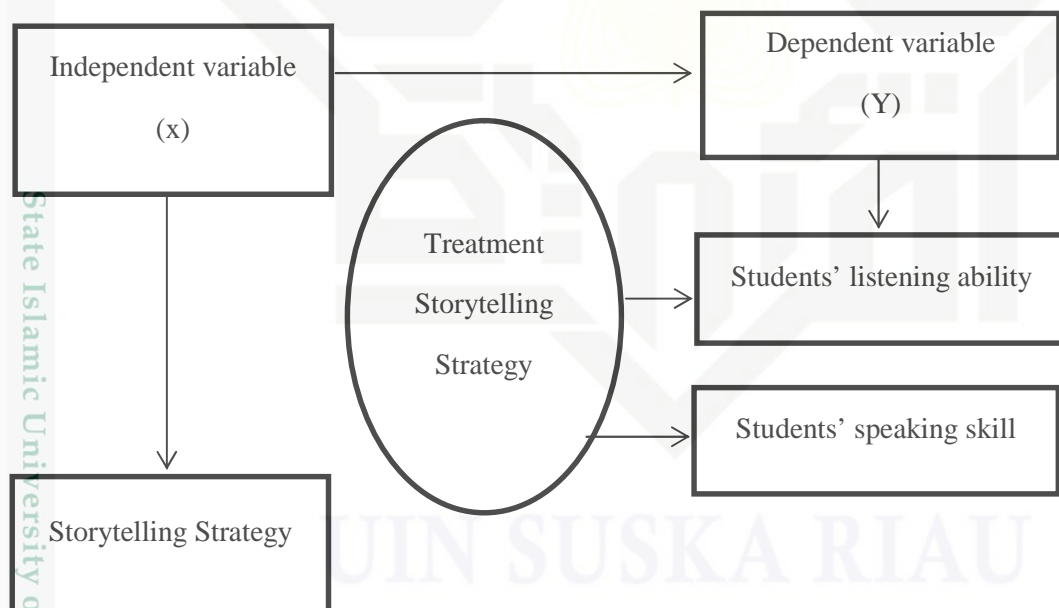
II.6.1. Indicators of Storytelling Strategy (X variable) by (Woodhouse, 2008)

a. Teacher asks students to share stories and develop as a group.

b. Teacher can use storytelling to explore personal roles of students and make sense of their lives.

c. Teacher asks students to use enhance creativity, imagination and concentrates their mind.

d. Teacher gives the chance to students to use their imagination to enable them to remember the stories.

e. Teacher asks students to reenact the Storytelling by changing characters or redefining the scenario and then holding another discussion.

II.6.2. Indicators of listening

The indicators of listening comprehension are as follows:

a) Students' ability to identify the topic of the storytelling from the text that they listened

b) Students' ability to identify the main characters in the storytelling from the text that they listened

c) Students' ability to determine the location of the storytelling from the text that they listened

d) Students' ability to find out the synonym or antonym in the storytelling from the text that they listened

e) Students' ability to identify the moral values based on the storytelling from text that they listened

II.6.3. Indicators of speaking

The students have desire to participate in speaking in learning process:

a. The student are able to mention the topic of the storytelling.

b. The students are able to mention the main characters of the storytelling.

c. The students are able to tell where the storytelling happens.

d. The students are able to convey the ideas of the storytelling.

e. The students are able to retell the storytelling with their own words.

II.7. Assumptions and Hypotheses.

II.7.1 Assumption

On the basis of the problem and the phenomenon that happened in the school, it was assumed that the students who were taught by using storytelling would improve their listening and speaking skills. The hypotheses are presented as in the following:

Ho_1 : There is no significant difference of students' listening ability pre-test mean scores between the experimental group and the control group at MAN 1 Pekanbaru.

Ha_1 : There is a significant difference of students' listening ability pre-test mean scores between the experimental group and the control group at MAN 1 Pekanbaru.

Ho_2 : There is no significant difference of students' listening ability post-test mean scores between the experimental group and the control group at MAN 1 Pekanbaru.

Ha_2 : There is a significant difference of students' listening ability post-test mean scores between the experimental group and the control group at MAN 1 Pekanbaru.

Ho_3 : There is no significant difference of students' listening ability between the pre-test and the post-test mean scores of the experimental group at MAN 1 Pekanbaru.

Ha_3 : There is a significant difference of students' listening ability between the pre-test and the post-test mean scores of the experimental group at MAN 1 Pekanbaru.

Ho_4 : There is no significant difference of students' listening ability between the pre-test and the post-test mean scores of the control group at MAN 1 Pekanbaru.

Ha_4 : There is a significant difference of students' listening ability between the test and the post-test mean score in the control group at MAN 1 pre Pekanbaru.

$Ho5$: There is no significant difference of students' speaking ability pre-test mean score between the experimental group and the control group at MAN 1 Pekanbaru.

Ha_5 : There is a significant difference of students' speaking ability pre-test mean scores between the experimental group and the control group at MAN 1 Pekanbaru.

Ho_6 : There is no significant difference of students' speaking ability post-test mean scores between the experimental group and the control group at MAN 1 Pekanbaru.

Ha$_6$: There is a significant difference of students' speaking ability post-test mean scores between the experimental group and the control group at MAN 1 Pekanbaru.

Ho$_7$: There is no significant difference of students' speaking ability between the pre-test and the post-test mean scores of the experimental group at MAN 1 Pekanbaru.

Ha$_7$: There is a significant difference of students' speaking ability between the pre-test and the post-test mean scores of the experimental group at MAN 1 Pekanbaru.

Ho$_8$: There is no significant difference of students' speaking ability between the pre-test and the post-test mean scores of the control group at MAN 1 Pekanbaru.

Ha$_8$: There is a significant difference of students' speaking ability between the pre-test and the post-test mean score in the control group at MAN 1 Pekanbaru.