

CHAPTER II

THEORITICAL REVIEW

A. Speaking

1. Definition of Speaking

Speaking is a speech production that becomes a part of our daily activities, Thornburry (2005:8). While Underwood (1997:11) 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, performance, and fluency. Rychman (1983: 91-95) said that there are many requirements for making a good speech, such as speech of speaking, voice and delivery, vocabulary profanity, grammar, and self-improvement suggestions.

2. The Importance of Speaking

Speaking is not like listening, reading, and writing. It needs a habit, because it is a real communication. Speaking needs practice as often as possible. It is not writing or reading but it must be practiced directly.

The goal of teaching speaking is to improve the students' communicative skills because students can express themselves and learn how to use a language. Nowadays, many teachers agree that students should learn to speak the foreign language by interacting to others. For this case, students should master several speaking components, such as pronunciations, grammar, vocabulary and fluency (syakur, 1987:3). In brief, English teacher should be creative in developing their teaching learning process to improve the students speaking skill, give attention to the speaking components and make the English lesson more exiting.

According to Brown (2001: 271) some types of classroom speaking performance are; imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue) and extensive (monologue). The first type of classroom speaking performance is imitative. Imitative means that students imitate the sound of teachers speaking or the tape recorder sound. It is not aimed to interact with others but for focusing on some particular element of language form. The second type is intensive, It means that intensive speaking goes and-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. The third type is responsive. Responsive is good deal of students' speech in the classroom. Students' give short replies to teacher or students imitated questions or comments. The forth type is transactional (dialogue) carried out for the purpose of conveying or exchanging

specific information, is extended form of responsive language. The fifth type is interpersonal (dialogue), it is carried out more for purpose of maintain social relationship than for the transmission of fact and information. The last is extensive (monologue), in this type students intermediateto advanced levels are called to give extended monologues in the form of oral report, summaries, or perhaps short speeches.

3. Characteristics of A Successful Speaking Activity

a. Learners talk a lot

The first important thing of success in speaking activity is to make the learners feel comfortable and they have no fear to talk as much as possible in the class. They will enjoy with the material that they have gotten from their guidance.

b. Participation is even

Classroom discussion is not dominated by a minority of talkactive participants: all get chance to speak, and contributions are fairly evenly distributed.

c. 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 a task objective.

d. 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.

B. Storytelling

1. Definition of storytelling

Storytelling, as part of speaking activities in class, is an effective teaching tool that enables students to focus on story structure.

Story telling is a procedure that enables a child to play a large role in reconstructing stories. It underlines both social and academic development. When they tell a story, they use language for an extended period of time. They construct the story. This activity increases their language development.

When the storyteller uses the language for delivered the story. This active participation will increased language development, comprehension of aural input, identify relevant and non-relevant information. After they have listened to the story, the guidance provides the learners opportunity to retell the story.

Telling story is an active process that encourages children to reconstruct the text; it also allows for interaction between tutor and child. When necessary, teacher can help the child reconstruct the meaning of the text by using open-ended questions and lead-in to facilitate. For example, if a child pauses and seems confused, ask, what happened next? If a child needs help detailing a main character, say, tell me more about this character (Gibson, 2003:1).

Here, students are required to do most of the talking, consider what they have listened, and formulate their thoughts to express a true understanding of what they have listened.

2. A Variety of Telling Activities

Students need experience telling familiar stories (e.g., *The Three Little Pigs*) or stories with predictable patterns (e.g., *Brown Bear, Brown Bear, What Do You See?*) (Morrow: 1989). Older students can begin with stories that have more complex plots and settings. Telling story can be done individually or in small groups, but tutors should always model the activity first. The following examples present a range of telling story activities.

a. Five-finger telling story—prompts for stories

A simple five-finger technique can help guide students through telling story. Each finger represents one of the following questions:

- Who were the characters in the story?
- What happened in the story?
- Where did the story take place?
- When did the story take place?
- Why did the action happen the way it did?

b. Oral telling story using props

Visual prompts help students organize their thoughts when telling a story. Props such as finger puppets and felt boards provide a concrete structure to frame the story (Owocki, 1999). Make simple puppets by photocopying or drawing the main characters from a story and gluing them to craft sticks. You can also use these with a felt board—a small board covered in felt—using adhesive.

c. Chalk talk

Morrow (1989) describes chalk talks as retellings in which students draw aspects of a story while telling about it. This technique is great for older students, and works with both fiction and nonfiction story. Chalk talks are most effective when students have enough room to see how their retelling is evolving as they draw. Using chalk (on a chalkboard or the sidewalk) allows students to erase and redo elements of the retelling as needed. You can also use mural or chart paper with markers.

d. Dramatizations

Students love dramatic play, and this vehicle provides them with a natural way to recreate a story. Choose a story with simple story structure and a limited number of characters. Do this activity with a small group of students, each taking on a different character from the story. Older students, who might be reading more complex stories, can choose a particular part of the story to act out, such as the emotions of a particular character or what a character might have been thinking and why.

3. Benefits of Story Telling

The advantages of storytelling are not as simple as it looks like. The first advantage is to sharpen their imagination. Students will make their own visualization from any story they heard. They will learn to create their own image such as the situation and the characters of the certain story. Gradually, the visualization they make will be helpful to improve their creativity.

The second advantage is giving effective media for students to learn moral values and ethics as well as stimulate them to have empathy. Those

values are including honesty, modesty, solidarity, and hard work. It is also useful in introducing several important habits such as brushing their teeth regularly or eating enough vegetables. They will easily learn these morality and important habits from the characters of the story.

The third is to grow their listening interest. Hearing a lot of stories is potential in growing their interest in listening the story.

C. Teaching Speaking Skills Using Storytelling

The use of literature in foreign language teaching has greatly increased over the past few years. The materials and activities that are derived from literacy texts are a great aid to learning in that they appeal to the learners' imagination, increase motivation and, above all, create a rich and meaningful context. Among the techniques available to the teacher, storytelling is one of the most frequently used, especially for beginners

Storytelling is an established part of the curriculum in both English-speaking countries and many others, and stories are seen as a first-rate resource in the teaching of the child's own language (Zaro and Salaberry, 1995:2).

1. There are some ways to tell the story as well as possible:

a. Have an interesting story to tell

The key of storytelling is to provide listeners with a good story. If you don't have a story worth listening to, no one will listen. You have to focus on your audience. You are definitely not going to tell a horror story to little kids! Just like you shouldn't tell an overly childish story to older ones. Find a good story for the listeners.

b. Memorize the basic story

If your story has dialogue, you don't need to memorize the exact dialogue, just the basics.

c. Use hand motions to emphasize the story

Doing so will catch a listener's attention plus make the storytelling exciting. Hand motions should be incorporated when the tale calls for it. For example, if a line says "The tree was taller than the sky," you could point up.

d. Use facial expressions

If a character in the story is sad, for example, frown. If a character is happy, a smile would work. You have to pay attention to the mood of the story, as well and let the mood flow into your expressions.

e. Allow your voice to be expressive

Give the characters different voices. For example in the story of Goldilocks, the three bears could have a high, low, and medium voice. If the mood in the story is scary, low tones are perfect. Build your voice at the exciting parts, then drop it suddenly right before the most exciting part. In a simple fairytale, focus on your audience. If your audience is young children, use kind voices. Older kids may enjoy a more fun telling.

f. Add details

A girl with brown hair and blue eyes could be described in your story as a young girl with golden brown hair and eyes as blue as a river. Exaggerating small things in a story can give a wow effect.

g. Practice in advance.

Before you tell your story, give it a try. You may want to videotape yourself or do it in front of a mirror so you can see the flaws in your telling. After you watch the video of your telling, mute the sound so you can only pay attention to the visual aspects. Did you use hand motions? Check your expressions as well. Now, close your eyes and just listen to the story.

B. Basic Assumption

Through speaking, the students can communicate with other people in different country, they also can get a lot of information easier from doing it. Teaching English especially in speaking, the teacher needs a technique which makes teaching speaking more interesting for the students. One of the techniques for teaching speaking is using storytelling. Moreover, storytelling can help the students to improve their listening and speaking skills. By using storytelling the students need to listen the story, and after that the teacher ask the students to come forward to retell the story by using their own words.

C. Hypothesis

Based on basic assumption above, the writer proposes the hypothesis: “There is a significant different in speaking ability between students who are given storytelling technique who are not”.