

CHAPTER II

LITERATURE REVIEW

A. Retelling

1. Definition

Since reading is a meaning-making process, how then can we best teach, expand and assess comprehension gained from a reading experiences? A non-traditional method is through the use of story retellings.

Retellings are post reading or post listening recalls in which readers or listeners tell what they remember (Morrow, 1996). But why retellings as opposed to multiple-choice, matching, fill in the blank or even open response questions? Retelling is a procedure that enables a child to play a large role in reconstructing stories. It underlies both social and academic development. When narrating stories, the speaker uses language for an extended period of time. This active participation with stories results in increased language development, comprehension and an interest in books and in learning to read (Evans & Strong 1996). Retellings after reading provide another opportunity for the reader to reconstruct the text. They extend and enhance the readers' comprehending and comprehension processes while providing evidence for and insights into understanding the two processes. Although no method can completely represent comprehension, retellings constrain the reader's ability to represent *what* has been comprehended. Miscue analysis and story retellings indicate that readers' use complex predicting and confirming strategies when they are concerned with unfamiliar

concepts in a text (Goodman, 1982). This is significant because strategies are essential for effective comprehension to occur.

B. Speaking

1. Definition

All normal human beings in community understand and speak well enough to carry out every activity of human life. Communication using spoken language means understanding and reacting to what someone says. The people speak in order to achieve certain goals.

(Tarigan, 1981: 15) said that speaking is ability to say or produce words and sounds articulation to express feeling thought and ideas.

Mulgrave in Tarigan (1991: 15) states that speaking is an instrument that reveal both the speaker and listener in understanding the topic, how both of them can adapt in communicating ideas and how enthusiast they follow the conversation.

According to (Brown, 2004: 102) “speaking is the product of creative construction of linguistic strings,the speaker make choices of lexicon, structure, and discourse. But speaking itself requires that learners do not only know how to produce specific points of language such as grammar, pronunciation of vocabulary (linguistic competence) but also they have to know when, why, and what way they produce the language (sociolinguistic competence).

Jeremi (Harmer, 2005: 24) explained that speaking is ability to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.

From the explanation above, speaking is a communication which not only producing pronunciation english words and sentences correctly, but also understanding the whole conversation.

2. Importance of Speaking

Speaking is the most basic medium of communication by humans. It is the only basic human right that has the least restrictions and considered highly important by law.

Sharren L. Bessant (1997: 70) said that communication is very important to have fair and justified decisions at various levels of society, governance and information sharing cum growth. Speech being the most important, reliable and easy means of communication derives its importance in that manner. We can take conclusion that speaking skill is important to be learnt. Writing helps us in solving and improving other skills in learning language. As students, speaking also important to show our characteristic as educated people. It, therefore, makes learning speaking becomes very important.

3. Process in Speaking

Brown (1981 : 71) states that speaking is commonly seen as a three stage process. They are pre-speaking, speaking, re-speaking. All of these stages should be done well to get a good speaking result.

In addition, Powers (1984 : 6-7) states that there are four main elements in speaking process. They are involve thought and reflection, planning, and organizing. The same statement also comes from Stiggins

(1981: 81). He states that there are at least four steps in speaking. They are pre-speaking, reflection, planning, and organizing.

In thought process, the writer has to think about nine main issues. They are observe yourself, recognize your situation, observe the conversation, observe the people, formulate responses, consider the information, gauge the reaction, be thoughtful about your tone, communicate.

Reflection is exploring our own classroom practice. Their reflection, whether it is oral or written, should include the teacher, who can help them set personal goals for improving their speaking abilities. This type of reflective assessment and goal setting encourages critical thought. Some purposes for post-speaking activities are listed below; to reflect upon performance; students who have opportunities to reflect upon their speaking experiences, in light of pre-determined criteria, grow in their abilities to speak effectively; to set goals for improvement; when students reflect upon their performance, they begin to recognize what they have done well and where they require improvement.; some post-speaking scaffolds include; discussing or developing criteria for assessing a variety of speaking experiences; providing opportunities for students to talk, write, or represent in various ways their personal speaking strengths and needs (learning logs, teacher or peer conferences). When students have reflected upon their own speaking performance, peers may be invited to comment.

In planning process, we have to prepare the material that we will teach. In organizing process, students' experiences, observations, and interactions inside and outside of the classroom have an impact upon what

they say and how they say it. Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize for speaking. They are choosing a speaking topic; students generate and explore ideas for speaking topics, to determine purpose; speakers talk to express ideas, emotions, and opinions, and to share information. Students must ask themselves "What is my purpose for speaking?", to determine audience; speakers must ask themselves "Who is my intended audience?". Some possible audiences are; familiar, known audiences (self, friends, peers, family, teachers) extended, known audiences (community, student body) extended, unknown audiences (local media), to determine format; speakers must consider how their ideas and information can be presented most effectively. Some possible formats include the following; conversation, discussion, formal speech, dramatic presentation, monologue.

4. The Purpose of Speaking

Every activity must have their own purpose. These are some purposes of speaking, according to (Otis M. Walter, 1982: 32), the purpose of speaking are:

1. To inform (to declare)

It means that the speaker wants to inform feeling or opinion to the hearer.

In this case, the speaker just wants to tell about the fact.

2. To entertain

It means that the speaker tries to convince the hearer to do something.

3. To persuade

It means that the speaker tries to convince the hearer to do something.

(Finocchiaro, 1974: 6) explained in order to communicate and interact with others, students need to engage in a variety of speaking situations, depending upon their purposes for speaking. Some purposes for speaking include the following:

1. To express personal feeling, ideas or viewpoints.
2. To tell story.
3. To describe.
4. To inform or explain.
5. To discuss.

In short, the purpose of speaking is to inform something to hearer and if there are respond or problems from the hearer, we can do interaction directly.

5. Component of Speaking

(Harris, 1977: 11), says that there are four speaking components, they are:

1. Vocabulary

List of words with their meanings, especially in a book for learning a foreign language.

2. Phonology

Study of the speech sounds of a particular language (linguistic).

3. Pronunciation

Able to speak a language easily and well.

4. Grammar

The study of grammar shows how language works. It states how words and sentences are to be put together and formed in language so that the speaker are able to arrange sentences or phrase to express an idea.

(Finocchiaro, 1974: 2) stated that there are four speaking components, they are:

1. Pronunciation

Speaking activity can be described as the act of producing sound through the use of vocal chord or other means to convey some message. Helping the learners speak and sound more natural is the duty of the teacher. It is not easy to pronounce word that belongs to foreign language because every language has its own system or code.

2. Grammar

The study of grammar shows how language works. It states how words and sentences are to be put together and formed in language so that the speaker are able to arrange sentences or phrase to express an idea.

3. Vocabulary

In speaking competence, vocabulary has an important role. Vocabulary limitations can hinder speaking activity. Dealing with vocabulary, Finocchiaro says that early stages should be subordinated to that of the sounds and structures of the language.

So in speaking components, the components which has important role are grammar, vocabulary, pronunciation. Because without them will not produce a good speaker.

6. Assessing Speaking

Scoring students English speaking, it can be taken some criteria in (Finocchiaro, 1974: 2).

Table 1
Rubrics of Score

Aspect	Score	Explanations
Pronunciation	6	-Speaking as well as through current tests of speaking.
	5	-Language testers through the stages of test tasks, rating practices and design.
	4	-Pronunciation describes how well your utterances are comprehensible to the listener.
	3	-It also relates with your ability to connect words together naturally with stress on appropriate words.
	2	-Be possible to express a range of attitudes and meanings.
	1	-Able to pronounce individual (for example consonant clusters, vowels and

		diphthongs) effectively.
Grammar	6	- Few (if any) noticeable errors of grammar or word order.
	5	-Some errors of grammar which do not, however, interfere with comprehension.
	4	-Errors of grammar fairly frequent;occasional re-listeningnecessary for full comprehension.
	3	- Errors of grammar frequent; efforts of interpretation sometimes required on listener's part.
	2	- Errors of grammar very frequent; listener often has to rely on own interpretation.
	1	- Errors of grammar so severe as to make comprehension virtually impossible.

Vocabulary	6	-Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated of native speaker.
	5	-Occasionally uses inappropriate term on circumlocution; expression of ideas hardly impaired.
	4	-Uses wrong fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
	3	-limited vocabulary and frequent errors clearly hinder expression of ideas.
	2	- Vocabulary so limited and so frequently misused that listener must often rely on own interpretation.
	1	- Vocabulary limitations so extreme as to make comprehension virtually impossible.

Total score is calculated with the following formula:

Total score: pronunciation:.....+ Vocabulary:.....+ Grammar:.....=.....

Then, students' score can be calculated as follows:

$$\text{Students' score} = \frac{\text{students' speaking score}}{\text{max score}} \times 100$$

In this research, there will be two examiner who will score the students speaking, in order to be more objective scoring system. The examiner 1 is the researcher, and the examiner 2 is the teacher.

7. The Concept of Teaching Retelling

Teaching is a process of spelling the information from the teacher to the students. However, it needs many activities that must be done to achieve the good result of teaching. The purpose of teaching is to help the students to learn.

In teaching process, the teacher has an important role. Trabue in Skinner (2004: 26) says that a good teacher can play some important roles in the learning of an individual. Those are:

- a. Observe the individual and try to understand his present abilities, interest, and needs.
- b. Stimulate and encourage him to explore them further.
- c. Help to provide further experiences such a nature as he can probably use a satisfying the needs and curiosities he feels now.

Each effective teacher develops his own ways of recognizing the need currently felt by his students and guiding them into and through experiences design to result in learning that will satisfy those needs (Trabue Skinner, 2004: 20).

In teaching retelling, the teacher should use appropriate way in order to make the student understand and can speak English well. There is a way to teach speaking in order that easier that is use game. Because game is a technique that helps and encourages many learners to sustain their interest and work. With the games also help the teacher creates context in witch the language is useful and meaningful. In this teaching speaking game that will be used is whisper and guessing game, because it can improve students' solidarity in classroom.

B. Cooperative Game

1. Definition

According to (Michelle, 2000) explained that cooperative game is a game where groups of players (coalition) may enforce cooperative behaviour, hence the game is competition between coalition of players, rather than between individual players. It is like a coordination games, when players choose the strategies by a consensus decision-making process.

Moreover (Hadfield 1987: 3) defines that cooperative game is a game that in which players or teams work together towards a common goal.

Based on the explanation above, it can be conclude that cooperative game emphasize participation, challenge and fun rather than defeating someone. A cooperative game focuses on fun an interaction rather than competition and alienation.

Cooperative game are not new. Some of the classic games we participated in as children are classic because of the play emphasize. There may be competition is not sitting out or loosing. Instead, it may involve switching teams so that everyone ends up on the winning team.

2. The Advantages of Cooperative Game

(Whitaker, 2005: 42) explained that there are some advantages of cooperative games:

- a. Cooperative games help set the tone of an action. Social change work is often hard driven and energy consuming. Many groups find.

- b. Cooperative games offer a brisk; friendly way to bring together passionate task oriented goals with focused group driven team building. In other words, fun and games can propel social change.
- c. Cooperative games are to get people to think together, as a team, so that everyone in the group has input and shares ideas.

It can be conclude that before a group can build effective solution to the problems facing their communities, they need to trust each other and communicate each other.

C. Whisper and Guessing Games

1. Definition

Teacher can use many cooperative game which suitable to language function they are going to teach and to their class condition. Here, the writers choose two types of the cooperative games, they are:

- a. **Whisper Game**

It is a game that someone whispers to the other in a form sentences or word.

- b. **Guessing Game**

In this game everyone in the class has one piece of information. Players must obtain all or a large amount of the information available to full in a questionnaire or to solve a problem. Each students thus simultaneously a giver and a collector of information.

2. Advantages of Whisper and Guessing Game

a. Advantages of Whisper Game

There is a common perception that all learning should be serious and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a miss conception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort..
4. Games provide language practice in the various skills- speaking, writing,listeningandreading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language.

b. Advantages of Guessing Game

To engage students in the material they're currently learning. These games are relatively simple and easy for children to remember the rules to, allowing them the opportunity to play along without too much confusion. Because of their ease, students of all ages can play guessing games, allowing them to further explore their topic of interest or learn new things.

3. How to Do Whisper and Guessing Game

a. How to Do Whisper Game

The students can practice whisper game in pre-activity and we may let the students to start with a topic at the centre and then generate a web of ideas from that.

Natalie suggest using the following foundation structures for whisper game:

1. Get at least five people, preferable 10 plus people
2. Prepare
3. Sit the players down on the floor in a circle or a line
4. Give the first player the message note
5. Request that the next person say whatever they heard also fast in the same manner to the next person
6. Continue on around the circle or down the line.
7. All students can practice speaking using little class time.
8. Students develop both fluency and accuracy.
9. Improvement is easy to see, so students and teachers remain motivated.
10. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
11. Games usually involve friendly competition and they keep learners interested.
12. These create the motivation for learners of English to get involved and participate actively in the learning activities.

13. Vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

b. How to Do Guessing Game

Guessing games are a way to engage students in the material they're currently learning. These games are relatively simple and easy for children to remember the rules to, allowing them the opportunity to play along without too much confusion. Because of their ease, students of all ages can play guessing games, allowing them to further explore their topic of interest or learn new things.

We can practice guessing game in pre-activity and we may let the students to start with a topic at the centre and then generate a web of ideas from that.

Natalie suggest using the following foundation structures for guessing game:

1. Make sure the students understand thoroughly the concept you'll be using in your guessing game. This will ensure no children feel unable to keep up or feel as though they are lost.
2. Tell students you are thinking of a word or an object related to what you just studied and ask them to ask you yes-or-no questions. Give them a set number of questions they can ask as a class. If a student wishes to guess before you get to the end, she may do so, but if she is wrong, she is "out" and unable to ask questions until the next round.
3. Pick other students to take turns thinking of objects or words related to

what you just studied and have other students ask them a set number of questions.

4. Use simpler guessing games for younger children. Begin to describe an object or concept and see if the children can guess it. If the children are able, have them come up one at a time to describe objects for the class to guess.
5. Have students draw pictures and ask the other students to guess what they are drawing in a set amount of time without the student who is drawing using words. This works particularly well for a language class or English as a second language (ESL) class.

D. Basic Assumption

Speaking belong to important skill in the mastery of the language that students learn because it is used to convey their ideas through vocal organs. We can see most of students are still low in English; even they cannot speak English. Whisper and guessing games is one of technique which can help the students express their ideas, so the writer thinks that whisper and guessing games is a technique that effective in teaching retelling story.

E. Hypothesis

Based on the explanation above, the researcher has hypothesis that whisper and guessing games is a technique that effective in teaching retelling story at Eight Grade students of MTS Muhammadiyah Bumiayu In Academic Year 2011/2012.