

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher was focus on literature review and previous study that related to the study. The literature review and previous study are used to support this research study.

A. Definition of Speaking

Speaking is a crucial action or component of English that completes some characteristics of the language. Speaking is one of the first aspects of being a value when someone can speak English, in addition to listening, writing, and reading. Speaking is a highly important activity in communication. This practice of speaking becomes a necessity, which is a crucial feature. As a result, speaking becomes a means of communication between people.

According to Burns (2012, p.15) speaking is accepted by everyone as an essential language communication skill, but it is importance to language learners goes beyond just day to day cammunication.To emphasize the above statement, it can be deduced as speaking is a daily action that allows people to communicate with one another. Interaction with fellow interlocutors is required for this type of communication.

Speaking is a skill that everyone should possess. People will be able to communicate effectively via talking because speaking is such a crucial component of communication, it is a skill that must be acquired. In accordance with Martin (2010, p.3) it is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Talking to and interacting with others necessitates the capacity to collaborate in turn management talk. It is also frequently done in real time, leaving little time for detailed planning. In this state, spoken fluency necessitates the ability to organize remembered lexical elements in a storage facility.

In line with Bailey (2008, p.2) speaking is such a fundamental human behavior that we do not stop to analyze it unless there is something noticeable about it. The act of speaking is a form of communication. In order for communication to be effective, spoken pronunciation must be comprehended. In language, speaking is really crucial.

Speaking is an action of significant significance in oral communication. The transmission of meaning in this activity will be poor if speaking is not done correctly. Talking is an activity that people engage in at all periods of their lives. As stated by Moran (2008, p.153) one's grammar can simply oppose teaching and training or one can include training as a form of teaching. As well as the reliability of the oral production test.

Speaking is possible if the speech is delivered clearly. This demonstrates that speech is the primary mode of communication. In accordance with Brown (2001, p.267) from a communication pragmatic view of the language classroom, listening, and speaking skill are closely intertwined. It can be determined that speaking is a sound-based activity, thus emphasize that remark. Speaking is an engagement that is required for effective communication.

Speaking is an interactive activity that requires careful execution when expressing the meaning of what is spoken. As a result, speaking requires sophisticated sound processing and management. In accord with Thornbury (2005, p.2) speaking is an interactive process that necessitates the ability to cooperate in turn management. From the statement above it can be ensured that, speaking is a process that requires the ability to manage the words that will be said collaboratively, as stated in the preceding paragraph. This speech can be problematic if the meaning is not conveyed clearly.

Bygate proposes a concept of speaking based on interactional abilities that includes making communication decisions in Torkey (2006, p.33) this is referred to as a top-down view of speak. Emphasize the above statement it can be deduced that speaking is the most important aspect in communication. There will be a transmission of acceptable message through appropriate communication. Speaking is the most important skill in voice activities. This demonstrates the importance of communication in everyday life.

In line with Stern cited (in Risnadedi, 2001, pp. 56-57) listens first, then speaks; comprehension always leads to speaking. As a result, this should be the correct order for displaying foreign language skills. There is an activity of the speaker or learner in language acquisition, including speaking, and it must have an influence on the speaker or learner's desire to convey how he feels and behaves through speaking. As a result, language and learning to speak are inextricably linked. This suggests that children's speech should be restrained in communication from an early age.

People's ability to communicate is really crucial. Every student in the realm of education must be able to communicate effectively. Students' speaking abilities are also very important in English. The primary purpose of learning English is to improve one's capacity to communicate. It must be demonstrated that pupils can master English by speaking. Not only does English assess a person's capacity to comprehend meaning, but it also assesses their ability to communicate effectively.

B. Aspect of Speaking Skill

It is important for students to develop the ability to express their thoughts and opinions. As a result, language learners should be able to master this skill. According to Harmer (2001, pp. 269-271) language features such as related speech, expressive devices, lexis and grammar, and negotiation language are among the elements of speaking ability. Modifications in sound production or utterances such as assimilation, omission, addition, and

weakened speech are all examples for connected speech (through contraction and stress patterning). The change of the pace, volume, and stress of utterances to reflect emotion is an expressive device. The ability to express meaning is aided by the usage of this gadget. The teacher must then use lexis and grammar to provide a supply of specific words and uses of language.

Furthermore, Harmer (2001, p.104) states that aside from the speaker's language proficiency, the other element of speaking is mental/social processing, which includes language processing, interaction, and information processing. Language processing is the ability of an effective speaker to express their intent to another person by processing words or retrieving words or phrases from memory. It aids students in the development of quick language processing habits in English. Then there interaction, which is when one student interacts with another and both students understand each other. Finally, information processing is linked to someone else's assessment of how they respond to other feelings when they use language. As a result, the mental plays a significant role in achieving success.

Speaking has five aspects, according to Douglas (2004, p.15). Pronunciation, grammar, vocabulary, fluency, and comprehension are all important. The following are the five factors to consider:

1. Pronunciation

Pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally

even gesture, body language and eye contact (Fraser, 2001, p.6).

Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

2. Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001, p.12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

3. Vocabulary

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003, p.87). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced.

Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation.

4. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008, p.16).

5. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005, p.51).

Based on the previous description, the writer can conclude that these five characteristics of speaking will operate smoothly if students and researchers work together in the best way possible during the English teaching learning process.

C. The Problems of Speaking Skill

Learners experience their own difficulties when it comes to learning the language. It is difficult for pupils to improve their speaking skills in particular. The following are some of the issues with speaking ability (Munjayanah, 2004 ,p.17):

1. Inhabitation: unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are typically hesitant to speak in a foreign language in the classroom, either because they are afraid of making mistakes or because they are afraid of drawing attention to themselves.
2. There's nothing more to say. Even when they are not inhibited, learners frequently claim that they can't think of anything to say: they have no reason to express themselves other than the shame of not speaking.
3. Participation is low or uneven. If one participant is to be heard, only one can speak at a time; in a big group, this means that each person will have very little time to speak. This difficulty is exacerbated by

the fact that some students dominate while others talk very little or not at all.

4. Use of the mother tongue. So it appears natural, it is simpler for students to utilize their mother tongue in class. As a result, the majority of students lack discipline in their use of the target language during in the learning process.

D. Types of Classroom Speaking Skill Performance

There are some of classroom speaking skill, according to Brown (2000,p.271) there are six different types of classroom speaking performances:

1. Imitative

A small percentage of class time may legitimately be used to create "human tape recorder" speech, in which students, for example, practice an intonation contour or try to pinpoint a specific vowel sound. This type of imitation is done to focus on a specific aspect of language form rather than to engage in meaningful dialogue.

2. Intensive

Intensive speaking extends beyond imitation to encompass any speaking performance that is intended to improve phonological or grammatical skills. Intensive speaking can be self-initiated or part of a pair work exercise in which learners are "going over" specific forms of language.

3. Responsive

In the classroom, a lot of student speech is reactive: quick responses to teacher or student-initiated queries or comments. These responses are usually sufficient and do not lead to conversations.

4. Transactional

Transactional language is a type of responsive language that is used for the goal of delivering or exchanging specific information. Conversations, for example, may have a stronger negotiative quality than response speech.

5. Interpersonal communication (dialogue)

Conversation is more for the goal of preserving social ties than it is for the aim of transmitting facts and knowledge.

6. Quite extensive (monologue)

Finally, intermediate and advanced students are required to deliver prolonged monologues in the form of oral reports, summaries, or perhaps brief speeches. The register is more formal and deliberate in this instance.

E. Teaching Speaking

Speaking is very important in terms of communication since it allows the delivery of the word's meaning to be explained appropriately. According to Rabecca (2007,p.7) teaching speaking leads and encourages learning, enables learners to learn, and creates learning conditions. This demonstrates that teaching speaking necessitates both directing and supporting students' communication abilities as well as offering opportunities for pupils to learn to

talk. As a result of the above assertion, speaking learning need the proper direction in order to communicate effectively.

F. Goal of Teaching Speaking

The goal of teaching speaking is for students to be able to 'express themselves' in the target language, to deal with basic interactive skills such as exchanging greetings and thanks, apologies, and to express 'his needs,' request information, service, and so on. Speaking classes should be focused on communicative activity. Newton (2005,p.1)

The goal of speaking skill training is to improve conversational efficiency. This means that students must be able to express themselves clearly and make the most of their current abilities. They should endeavor to avoid causing confusion in messages by using wrong pronunciation, grammar, or vocabulary, and they should follow the social and cultural conventions in every communication setting. The goal of training this ability should also be to instill a strong desire to communicate. The ability to communicate can be facilitated by having the ability to talk.

G. Storytelling

1. The Definition of Storytelling

One of the most important language abilities is speaking. Students can improve their speaking skill by using storytelling techniques. Since the dawn of time, story telling has been utilized as a way of communication. Stories

instill a sense of awe and wonder in the world. We learn about life, ourselves, and others by stories. Students can develop a knowledge, respect, and appreciation for various cultures through story telling. Storytelling is the oldest type of instruction. It is still the only teaching method in some societies. Live oral storytelling, like electronic storytelling on television, will never go out of style, despite attempts to copy or update it. The cornerstone of the art of teaching will always be a simple tale. The complete range of language is evident in stories, whether it is colloquial or literary, unaffected or ornate. develop in a distinctive manner

Story telling as telling a story to one or more listeners using voice and gestures. We frequently repeat a tale orally to make it clearer, especially if children are having trouble following it. As a result of the above statement, storytelling is a strategy in which students communicate their thoughts aloud by using their actions to convey the story they want to convey. (Negroet al., 2021, p.3)

Storytelling is a technique for assisting students in expressing their ideas, developing stories, and concluding them. Students study what the speaker said, consider what the speaker meant, and comprehend the tale's content before providing information based on what they learned from the story. They can work on their English skills. According to Alison (2007, p.10) storytelling improves in listening and speaking. The importance of listening, as well as how to share ideas and engage with others, will be

taught to students. This means that students can learn to listen as well as communicate with others through storytelling.

2. The Storytelling Technique

Storytelling allows kids to learn new experiences while also allowing them to create relationships with their classmates. They may socialize and establish characters based on the stories they are told. Storytelling is an effective approach to exchange information, shape experiences, and understand yourself in connection to others. Students will improve their ability to articulate communication, communicate thoughts, and feelings.

Storytelling is one of the approaches widely utilized in language learning, according to Cameron (2001, p.160) storytelling is an oral activity, and stories have a shape because they are intended to be heard, and they feature a variety of settings and participation. This suggests that storytelling is an oral activity with its own form, as it is performed in a variety of settings and with audience participation.

Telling stories can make children interested in a story. Where this technique really makes students to add to their insights about storytelling. According to Horner & Ryf (2007, p.8) young children's energetic and talkative interactive approach to sharing, students need to be able to tell stories in order to master their home tongue as well as foreign languages. It is best to begin using stories in the classroom when teaching English in junior high school. It's because junior high school students have

imagination, interactivity, and a constant need to tell stories about what they've seen and done in their daily lives.

3. The Types and Purpose of Storytelling

There are many type and purpose in storytelling, stated by Coconi (in Inayah, 2015,pp.31-32) there are several different types and goals of story telling:

1. Telling a cultural story

The transmission and transmission of specific values, morals, and ideas is known as cultural story telling. These stories are told in an interesting and memorable manner from generation to generation. Children are told stories in an attempt to teach them about religion, which could be interpreted as cultural stories.

2. Telling family stories

Family story telling is regarded of as a family's oral history, preserving and maintaining a lengthy line of events and experiences while maintaining customs and expectations. Storytelling about a family's history enables for the emergence of a family identity, which typically brings with it the best of memories.

3. Telling Personal Stories

Everyone is constantly and continuously writing a personal story as they live. Individual lives are the focus of the stories, which are constructed on a personal level. They are written to help people remember, change,

and find purpose in their lives. The teller of a personal narrative is able to share his experiences with others, maybe motivating and inspiring them. A biography or a biographical book can also be used to tell personal stories.

From the above, it can be inferred that telling stories provides us with a feeling of culture, family history, personal identity, and skepticism. It helps us make sense of our life. Sharing tales allows us to have a better understanding of the human condition and discover new ways to relate to and connect with each other.

4. The Advantages of Storytelling

Storytelling is the earliest method of education, stated by Lawrence (2016, p.5) stories have traditionally been used by cultures around the world to pass down their beliefs, traditions, and history to future generations. Listeners' minds are opened by stories that catch their imaginations, engage their emotions, and engage their emotions. As a result, any point presented in a tale, as well as any subsequent education, is likely to be considerably more successful.

According to Kasami (2017, p.10) the most important advantages of Storytelling are enjoyable inspiring building favorable attitudes towards foreign language and language acquisition, students can create a desire to continue learning. Pupils can become deeply interested in a story as they

identify with the characters and try to analyze the narrative and images; stories exercise the imagination and help students develop their own creative powers. Listening to stories in class is a social activity that everyone participates in. Storytelling elicits a collective reaction of laughter, grief, excitement, and anticipation, which is not only entertaining but also beneficial to children's self-esteem and social and emotional development. Many stories contain natural repetition of key vocabulary and structures, which students enjoy listening to over and over again. Storytelling has a number of advantages for students, such as:

- a. It can improve the efficacy of students' abilities to articulate their thoughts (the content of the story).
- b. Following solutions for language development, or the construction of good, meaningful, and intelligible sentences.
- c. Storytelling can help pupils expand their language and knowledge.
- d. Extend the scope of the students' interests.

H. Picture Media

There are some media can be used for teaching English. One of them is picture, Harmer (2004, p.135) states that pictures are very beneficial for a range of communication activities, particularly those that have a game-like feel to them, such as describe and draw activities. This means that visuals are frequently employed in real-life scenarios to assist pupils in learning grammar and vocabulary. However, because of their ability to transport pupils to

diverse realms, they can be used to encourage kids to fly in their creative imagination.

Pictures are a medium to help learning to be easier to understand. In pursuance to Sadiman (1990, pp.29-30) a picture is a universal linguistic message that can be comprehended and found everywhere. Pictures provide a true description of an object, are portable, and may be used at any moment to aid comprehension of objects that are difficult to perceive. There are several reasons for employing visuals in the teaching and learning process, such as the first they provide solid hints about a thing. Second, they can overcome location and time limitations. Third, they can overcome sight limitations. Fourth, they can clarify a problem, avoid and rectify misconceptions. Fifth, they are inexpensive, simple to obtain and utilize.

Pictures provide excitement to speaking lessons and can drive people to talk, whether they are colored photographs from calendars, adverts cutout from magazines, or pictures found on the internet. According to Bailey et al. (2005, p.37) picture is visuals and manipulables can create incentive for speaking in a speaking class. Then he added, using visuals as the foundation of speaking courses provides the learners something to talk about, something to focus on other than their own uncertainty with the new language.

I. Related Studies

In a related study, the researcher uses storytelling-picture series technique to explain speaking and improve students' speaking mastery.

Several studies have been conducted on the topic of improving students' speaking skills through the use of storytelling techniques. The researcher want to describe some of them in this part.

The first research was conducted by Purwatiningsih (2015). Entitled *Through Storytelling Technique by Using Pictures Series Extracurricular Activity to Support Students' English Speaking Learning (An Experimental Study at MAN 2 Madiun)*. Based on the findings of the data analysis, the researchers discovered that using a storytelling technique with pictures series improved not only student participation in the teaching and learning process, but also students' ability to retell a story or, in this case, student grades and interest in learning English. Both teachers and students benefit greatly from the use of media (picture series). They make student learning activities more interesting by supporting them.

The second research was conducted by Ratih Inayah (2015). Entitled *Using Storytelling Techniques to Improve Students' Speaking Skills*. Speaking abilities are a difficult goal to obtain in high school, and it is not easy to achieve. Teachers and students may encounter difficulties in teaching and learning to speak. As a result, the purpose of this study is to look at the impact of storytelling on students' speaking abilities and attitudes related to the implementation. This study was carried out in Bandung's class X SMA. It employs a quasi-experimental design with 30 students in each of the experimental and control groups. As a result, the researcher employs storytelling techniques to help pupils enhance their speaking abilities.

The third research was conducted by Fiber Y.A. Ginting, Novalina Sembiring (2019). Entitled Improving Students' Speaking Achievement by Using Storytelling Technique. Students had difficulty learning English, according to the researcher's observations at Public Junior High School 22 Medan, especially when they were required to express their ideas. Several factors, the researchers believe, contributed to this. To begin with, the students' vocabularies were extremely limited. Students are hesitant to speak English because of their restricted vocabulary. The second reason was that they were forbidden from speaking in English while studying English. They were scared that their conversing companions would laugh at them.

The fourth research was organized by Firdayanti Firdaus, Dwi Suci Amaniarsih (2018). Entitled Improving The Tenth Grade Students' English Speaking Skill Through Storytelling. The goals of this study are to discover: 1) how to use storytelling to improve the English speaking abilities of tenth grade students at Harapan-I Medan, and 2) how students respond to storytelling as a learning approach. The Kemmis McTaggart Model was used in this classroom action research. The study was divided into two cycles, each of which had four stages: plans, acts, observations, and reflections. The participants in this study were students from Senior High School Harapan-I Medan in Grades X-6. The goal of this study was to see if the Storytelling method could help students enhance their English speaking skills. The percentage of completeness from pre-action, Cycle-I, and Cycle-II increased at Senior High School Harapan-I Medan, according to the findings of the

study. This classroom action research was done in a group setting. In this study, the action was carried out by a Grade X English teacher, with the researcher acting as an observer.

The fifth the research was conducted by Fuji Andayani (2018). Entitled *Improving The Speaking Skills of graders VIII at SMPN 10 Pontianak Through Storytelling*. This was a classroom action research (CAR) project that the researcher and her partner, as well as students in grade VIII C, worked on together. By identifying problems, establishing plans, taking actions, and holding reflections on the actions that had been carried out, the team worked together to improve what had happened in the classroom. For starters, story telling was an efficient way to boost pupils' self-confidence. Students who were quiet or less active at first were unsure of their abilities. Second, story telling created opportunity for English communication. The pupils gained public speaking practice while telling stories. They might rehearse after the performances by interacting with the other pupils.

The other research was conducted by Veronika Dasniati Tambunan, Viator Lumban Raja, Anna Stasya Prima Sari (2015). Entitled *Improving Students` Speaking Skill Through Storytelling Technique to The Eleventh Grade Students of SMA Swasta Katolik Budi Murni 2 Medan*. This study was conducted with the eleventh grade students of SMA Swasta Katolik Budi Murni 2 Medan in order to improve their speaking skills using a story telling technique. The author used Classroom Action Research to conduct this study (CAR). This study found that teaching speaking skills to eleventh grade

students at SMA Swasta Katolik Budi Murni 2 Medan using a story telling technique improved their speaking ability. The findings of this study revealed that students' responses after being taught utilizing a story-telling technique were very good.

Based on the research findings of the above studies, it can be stated that storytelling approaches can be used to conduct study on learning to speak. The writer should also point out that the technique utilized in this study was aided by storytelling-picture series. The writer will use this research to create a new study in which the thing use truly convinces me that this research has a positive effect.

The similarity of the research compared to the writer currently conducting has several aspects, namely that previous research used a technique to improve students' speaking skills by storytelling. This technique was taken by research because it has a point to be able to improve students' speaking activities easily and interestingly. In addition to this, the similarities between previous research and the writer research using storytelling techniques greatly facilitate students in learning English. In this study, the objects taken were junior high school students. This research was also carried out using a classroom action research method.

The difference between previous and current research that the writer is doing is where the storytelling technique has been combined with picture series. So in this research, the technique used is storytelling-picture series technique. This is to make it easier for students to carry out the lessons that

will be studied in learning English. The author provides solutions for students to make it easier to improve speaking skills in English. This research is also different from the previous one because it uses the object of class VII students. This research is also a new technique in giving good results to improve students' speaking ability.