

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter delves into theories and reviews results that are relevant to research. The purpose of these reviews is to provide essential background information for the study. The literature reviews include all sources relevant to the study.

#### **A. Speaking**

In this study, the term speaking is one of the four skills related to language teaching and learning. As a language skill, speaking is sometimes underrated or, in other words, taken for granted. In teaching English, most teachers have been concerned with the teaching of written language. This language is characterized by well-formed sentences that are integrated into highly structured paragraphs (Nunan, 2001).

In fact, it is crucial to recognize the importance of speaking skills for students. To understand the significance of speaking, it is necessary to grasp the nature of speaking itself and its role in effective communication.

## 1. Definition of Speaking

Some language learning experts have tried to define speaking in their own way. According to Hornby (1995), speaking is the act of conveying ideas, thoughts, and messages through oral communication. It is a means by which individuals express themselves and engage in verbal interactions with others.

When it comes to conveying meaning, how something is said holds significant importance alongside the content being communicated. Speaking is viewed as a form of communication, requiring the speaker to effectively express themselves to convey their intended message. Regardless of whether it is a first language or a second language, speaking is a skill that deserves equal attention as written proficiency. As emphasized by Taufan (2020), many students are evaluated based on their speaking ability, and it serves as a means to enhance one's social status, and career prospects, and contribute to the success of their organization or

company. Recognizing the significance of speaking skills can pave the way for personal and professional growth.

This implies that speaking is a valuable skill in our society, which should pique the interest of both teachers and students. Meanwhile, according to Xiuwen & Razali (2021), speaking is done for a variety of reasons, including the expression of thoughts and opinions, To talk about and/or solve a specific problem, or to form and maintain a social relationship "friendship and romance fluency, accuracy, and confidence in conversation are all desirable outcomes."

Speaking as a language skill becomes an important element for learners to master as a major tool of linguistic communication as a means of directly expressing our thoughts and opinions. Speaking is the process of using speech to utter phonetic symbols in order to exchange information, knowledge, ideas, and opinions with others. Furthermore, because the two are intertwined, speaking cannot be separated from the aspect of listening.

In summary, speaking is the skill of expressing thoughts, information, or emotions through spoken language. It entails the act of conveying a message or sharing ideas through speech. Speaking activities typically involve interactive communication between a speaker, who delivers the message, and a listener, who receives and comprehends it. It is through speaking that individuals engage in meaningful conversations and convey their intentions and messages effectively.

There is an information gap between what speaker said and what listener received when they are talking. Both of them should be able to comprehend the information given in order to achieve communicative end. This means that students not only should have knowledge of target language forms and functions, but also knowledge of the interaction between the speaker and listener in order their meaning are made clear.

## 2. Teaching Speaking

Teaching speaking is needed by the students. It can stimulate students motivation in learning English. The principles for teaching speaking are depend on the objective, focus on both fluency and accuracy, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, the students opportunities to initiate oral communication, and encouraging the development of speaking strategy (Brown, 2004).

Nation & Newton (2009) states that teaching speaking involves three areas of knowledge: the first is pronunciation, grammar and vocabulary. The ability is to use the right words in the right order with the correct pronunciation. The second is function transaction and interaction: knowing when clarity of message is essential (transaction/information exchange) and when precised understanding is not required (interaction/relation building).

Teaching and learning process of English in Senior High School is based on the curriculum of the school. The curriculum is the theoretical reference (speaking, reading, listening, and writing skills). SMA N 11 Mukomuko is using the K13 Curriculum. This curriculum is a curriculum of value which is occupied by character building.

Furthermore, many teachers are already very good at teaching vocabulary and grammar to translate texts and prepare students for exams. However, organizing courses to practice spoken English is a huge challenge for both teachers and students. Teaching students to speak is a crucial technique to help them express their feelings and communicate their needs, connect with others in a variety of situations, and influence others. As a result, having a firm knowledge of what speech implies is essential when teaching speaking skills. English subjects are used as a means to increase English knowledge and skills to acquire and develop science, technology, and art. The improvement of English knowledge is related to the skills of students

mastering English rules. The improvement of the English language is related to the ability of students to use English for various purposes according to the situation, in speaking and writing. English subjects have different characteristics from other subjects. This difference lies in the function of language as a means of communication. In addition to mastering vocabulary and grammar, you also need to master some skills.

According to Mulyasa, whether learners can increase and use their knowledge, appraise the worth of character, and demonstrate positive attitudes in their daily conduct is unrelated to the execution of the 2013 curriculum (Zaim, 2017). In the Core Competences (Kompetensi Inti/KI), the values are mentioned. There are four competencies in this set (KI 1 to KI 4). Spiritual aspects are addressed in KI 1, social aspects (behavior) are addressed in KI 2, knowledge is addressed in KI 3, and skills are addressed in KI 4. Basic Competences (abbreviated as KD) are the benchmarks for building indicators' competencies. The teaching and learning

activities in the 2013 curriculum are scientifically based. Observing, questioning, gathering information, associating, and communicating are the five steps of the strategy. As a result, communicative language learning, inquiry-based learning, project-based learning, discovery learning, problem-based learning, and task-based learning are all incorporated into the teaching technique. Furthermore, communicative language learning (CLL) is an efficient way for developing speaking skills.

The writer concludes from the foregoing description that speaking is what we express about what we are seeing, experience, and feel. Speaking Ability refers to the ability that students use in terms of self-efficacy in conversation and communication by using English fluently in this study.

As a result, students can speak and communicate effectively in front of a class and a large group of people.

### **3. Function of Speaking**

According to Richard (2008), there are two main function of speaking. The first is interactional function of



speaking which serves to establish and maintain social relations, and the second is transactional function, in which focus on the exchange of information. Moreover, speaking has three communicative functional; talk as interaction entertain, talk as transaction, and talk as performance.

The first is to talk as interaction; it refers to what people normally mean by “conversation” and describes interaction that serves a primarily social function. This function focuses on the speakers and how they wish to present themselves to each other than on the message. For the example, when people meet, they exchange greetings, engage in small talk, telling the experience, and so on.

Another function is talk as transaction; it refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is central focus, rather than participants and how they interact socially with each other. For example, students may be engaged in hands-on activities to explore concepts associated with floating and sinking.

The last function is talk as performance. It is about public talk, talk transmits information before audience, such as classroom presentation, public announcements, and speeches.

In addition, there is a relation between the three functions of speaking with story completion technique. Story completion is one of speaking activity which force or stimulate students to perform their speaking skill. So, it means that story completion can encourage the students use the function of speaking.

#### **4. The Element of Speaking**

Speaking is a complex skill that requires the simultaneous use of several different abilities, which often develop at different rates. When analyzing linguistic processes, four to five components are typically identified (Gudu, 2015).

- a. Pronunciation (including stress and intonation patterns, segmental characteristics of vowels and consonants).

According to Harmer (2007), students must be able to

pronounce phonemes correctly, utilize appropriate stress and intonation patterns, and use inconsistent speech to speak English successfully. The ability to pronounce words and make bodily noises that communicate meaning are both necessary for effective communication. Second-language learners frequently have trouble distinguishing sounds in new languages that are absent in languages they already know when it comes to pronunciation.

b. Grammar

Good communication in speaking and writing English, people should learn grammar. Grammar refers to the basics and structure of language, including the construction of clear and correct sentences as well as the proper form of words (Siregar,et, 2022).

As a result, grammar is essential in spoken language because the speaker cannot effectively communicate in English unless the grammatical structure is understood.

c. Vocabulary

A vocabulary is a set of terms or a list of words that a single speaker of a language can employ. For instance, when people want to describe their feeling about something, they have to be able to find a word which reflects their feeling. Therefore, students need to understand the importance of meaning in context and the facts about word formation and how to twist words to fit different grammatical contexts.

d. Fluency

Fluency is the ability to process language easily and quality or condition of the person to speak a language easily and well. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation. Fluency cannot be separated from accuracy. Accuracy refers to the mastery of phonology elements, grammar and discourse.

e. Comprehension

Comprehension is the final aspect of communication.

Both speakers talk about how understanding one another helps people find the information they need.

Understanding is defined as the ability to reason about a subject or to know exactly what a situation is like.

In conclusion, pronunciation, grammar, vocabulary, fluency, and comprehension are the important and complementary components in the development of students' speaking skill. These elements support each other to gain the goal of speaking. Moreover, those elements will be the instrument or scoring rubric for the speaking test in this study. Each element has the scoring scale to measure the learners' speaking skills. Then, the scores will be collected as the data of the research.

## **B. Story Completion Technique**

### **1. Definition of Story Completion**

Since Story Completion is a technique for teaching oral communication, it can be included into one of modifying storytelling activity. Kayi (2006) says that story completion

is an activity which is very enjoyable for the whole class. Story Completion is a good choice activity to push students to do oral communication. It means that the student can develop their idea and interaction with the other. Meanwhile, Hukam ( 2019) state, Story Completion have an important role in learning to speak. We have challenge students to think creatively and collaborate directly with their ideas. Those are structured doll play test, puppetry, thematic apperception test (TAT) with a verbal description, and dramatic production test.

Ghiabi (2014) said that stories can allow students to explore their own cultural roots, allow students to experience diverse cultures. Enable students to empathize with unfamiliar people, places, and situations, offer insights into different values and traditions, help students understand how common wisdom is for all people or all cultures, provide insight into life experiences, help students allow new ideas and reveal differences and commonalties of cultures around the world.

In Story Completion, everybody must a lot of ideas to get a good story. With conduct by the teacher, the teacher starts the play with talking about an interesting story, but after a few sentences, the teacher stops narrating or talking. Then, each student in one by one starts to talk or narrate from the point on the previous one stopped. Students can tell and explore the idea of the story. They can use their perception and imagination. Students can tell the characters, events, descriptions and so on. Therefore, students will really enjoy studying because they have to speak the idea of the story in a group.

Based on statements above, the researcher concludes Story Completion technique in this research is kind of technique for teaching speaking, students in a group are asked to complete the story which is told by the previous speaker based on the part given by the teacher. Before that, the teacher begins the story that must be completed by the students. It will be an interesting technique because every

student is motivated to speak, ignoring the error that they will make later on.

## **2. Advantages and Disadvantages Story Completion Technique**

### **a. Advantages of Story Completion**

According to O'malley and Pierce ( 1996) A learning model is select definitely are advantages and disadvantages. Story Completion technique has some advantages as follows:

- a) Students produce an oral report, it can be scored on content or language components, it is scored with rubric or rating scale, and it can determine reading comprehension, and speaking development.
- b) Stories promote a feeling of well-being and relaxation.
- c) Increase children's willingness to communicate thoughts and feelings.
- d) Encourage active participation.
- e) Increase verbal proficiency.



- f) Encourage use of imagination and creativity.
- g) Encourage cooperation between students and enhance listening skills.

From the explanation above, it can be concluded that Story Completion technique is an appropriate technique to increase the students' speaking competence. Because each student has ready to speak in front of the class.

#### b. Disadvantages of Story Completion

Story Completion technique is also some disadvantages as follows:

- a) Students need many vocabularies to tell a story, where the most EFL senior high school students, especially in Indonesia, lack of vocabulary.
- b) Teacher should prepare stories which appropriate to senior high school students, age, ability, and knowledge.

From the description above, it can be concluded that Story Completion technique is some disadvantages. However, it is not a big problem as long as the teacher

can conduct the class. The teacher can manage them by following the step and make relax students relax by the enjoy situation that she creates in the class. So the students can follow this technique by comfortable.

### **3. Procedures of Story Completion**

The procedure of Story Completion technique stated by Kayi ( 2006) as Follows:

- a) The teacher asks students to make groups consist of 5 students in each group.
- b) The teacher gives the topic of a recount text, the teacher gives them 15 minutes to discuss with their group.
- c) The teacher starts to tell a story in the beginning
- d) After a few sentences, he or she stops narrating
- e) Then, each student starts to narrate from the point where the previous one stopped.
- f) Each student is supposed to add from four to ten sentences.
- g) Students can add new characters, events, descriptions and so on.

Language is a system for the expression of meaning. It means that human uses language to express their ideas, feelings, opinions, and arguments. It was needed to interact or to communicate with other people. In learning English context, especially in Indonesia, students are expected to able to use English in speaking. Speaking is one of the most important skills in learning foreign language especially English, it is used to communicate what feeling we have, to give report, idea, advice, instruction, complaint, and so on.

Based on previous explanation, the researcher assumes that technique especially Story Completion is an activity where the students can tell and explore their idea about the story. This technique is really effective in improving students' speaking ability because it inspires students to speak up. Story Completion technique gives chance for students who get less chance to explore their ability and idea without afraid to speak. This technique is good for teaching speaking by using story completion technique students can be easy to improve speaking skill in the learning process.

Since Story Completion technique can increase student's speaking ability, Story Completion surely also could increase student's aspect of speaking, which are comprehensibility, vocabulary, pronunciation, grammar, and fluency. From all those aspects of speaking, the researcher believes that comprehensibility is the aspect that can increase the most because students get used to comprehending some stories. They can also easily comprehend the stories because they work in groups, therefore they only get a part of the story, while other parts will be told by the other members of their group. In conclusion, they work together in a group, it will be easier for them to comprehend the story. Therefore, the researcher puts another assumption that comprehensibility is the aspect of speaking which increases the most after students are being taught through Story Completion technique.

## **C. Storytelling**

### **1. Definition of Storytelling**

Storytelling has been used as a means of communication since earliest times. Stories create magic and a sense of

wonder at the world. Stories teach us about life, about ourselves, and others. Storytelling is a unique way for students to increase an understanding, respect, and appreciation for other culture.

Based on the Wilson statement, explained that storytelling is an activity that can be defined very simple as that which is done by storyteller (Mujizat, 2016). As human being, people usually tell their story about their feeling, their opinion, idea, or even anything happened in their lives. It is very simple to tell story to other, as simple as expressing what is on mind.

As people like to share their stories or experience, it is explained further on the book of Wilson, storytelling is thought of as something belonging to a preindustrial or mythical past. Stories have been shared in every culture as a means of entertainment, education, cultural preservation, and instilling moral values. Crucial elements of storytelling include plot, characters, and narrative point of view.

As the understanding of storytelling explained above, it can be concluded that actually storytelling is an activity to share what is on mind. It has many benefits, such as for entertainment, education, cultural preservation, and instilling moral values. It is also has elements that have to be noticed, they are plot, characters, and narrative point of view.

## **2. Types of Storytelling**

There are some types and purposes of storytelling, According to Coconi in Inayah (2015) divides it into cultural storytelling, family storytelling, personal storytelling, and apocryphal storytelling.

### **a. Cultural Storytelling**

Cultural storytelling is defined by the transmitting and conveying of certain values, morals and beliefs. These stories are passed down from generation to generation in an engaging and memorable form. The stories that are given to children in an attempt to teach them the

meaning of religion might be understood as cultural stories.

b. Family storytelling

Family storytelling is thought of as the spoken history of a family, maintaining and preserving a long line of various events and experiences, while keeping traditions and expectations alight. Storytelling that concerns a family heritage allows for a family identity to emerge, often bringing with it the finest traits of an ancestral history as a reminder to live up to something. This type of story can provide those who hear it with the motivation to live up to past family achievements.

c. Personal storytelling

Through living, everyone is in the constant and ongoing process of composing a personal story. The stories are formed personally and concern individual lives. They are composed to remember, change and find meaning to life. Through personal storytelling, the teller is able to share his experiences with others and possibly motivate

and inspire. Personal storytelling might also take the form of a biography or a biographical novel.

d. Apocryphal storytelling

Apocryphal stories are presented to the listener as unlikely and often unbelievable truths, or doubtful stories told as fact. These stories are more commonly known as "urban myths." "Apocryphal" derives from the Greek word "apocrypho", meaning "hidden". Generally, this is a type of storytelling that revolves around things of fear or things that cannot be fully understood.

**D. Previous Studies**

The following prior studies by the researcher provide support: The first thesis was written by Ibnatur Rahmina as her final project for the Tarbiyah Faculty at the Ar-Raniry State Islamic University Banda Aceh. It was titled “ Using the Story Completion Technique in Teaching English Speaking Skill at Islamic Boarding School” The aim was to examine whether using Story Completion technique in teaching speaking skills can improve speaking skills of the first-year students of MAS



Darul Ihsan, Aceh Besar. The design of this research was experimental teaching. The population of the study was the whole member of the first-year students of MAS Darul Ihsan, Aceh Besar.

The second thesis was written by Buana Mutiara Santerika with titled “ The influence on using Story Completion Technique Towards Students’ Speaking Ability at the first semester of the Eight Grade of SMP N 19 Bandar Lampung in the Academic Year of 2017/2018” at the Raden Intan State Islamic University Lampung. She did this research to find out the significant effect of using Story Completion technique on students’ speaking ability the first semester of the Eight Grade of SMP N 19 Bandar Lampung. The research population is the students of SMPN 19 Bandar Lampung grade VIII. The sample is Class VIII G and other class class VIII I consists of 60 students.

The third was Nurfat Sehe, Balqis Husain, Megawati Basri (2020), entitled “Improving Student’s Speaking Skill by using Story Completion Technique at SMP N SATAP WARINGIN”.

The study aimed to determine the use of story completion techniques in improving students' speaking skills of SMP N Satap Waringin. This independent variable was the story completion technique, and the dependent variable was the students' speaking skills. This research population was the second-grade students of SMP N Satap Waringin academic years 2020/2021, consisting of 90 students. The sample of the research consisted of 26. The sample was chosen by using a lottery. The instrument used in this research was the test. The test was used in the pre-test and post-test. Hypothesis test showed that there was significance value  $\alpha = 0,000 < \alpha = 0.05$  it meant that  $H_0$  was accept. It can be concluded that using story completion was increasing students' speaking skills of the SMP N Satap Waringin.

The fourth, Ainina Nurlillah, Ayu Indari ( 2021 ), entitled “ The Effect using Story Completion in Students' Speaking Skill to Eleventh Grade Students of SMK SWASTA YPIS MAJU BINJ’I”. The objective of this research was to know there was influence effect between Story Completion Technique on

students speaking skill at the eleventh students of SMK SWASTA YPIS MAJU BINJAI. The method used in this research quasi-experimental. The result of data from this research was counted to know whether the experiment was successes or not. The result of this research shows that there is an effect between story completion technique on the students speaking skill.

The fifth was written by Cris Novita Sari, Rizki Lestari, Jupriaman, Ridho Kurniawan entitled “ The Effect of Story Completion Technique to Improve Students’ Speaking Ability in Descriptive Text at Tenth Grade of SMA N 1 Rantau Utara Academic Year 2021/2022”. This study was aimed to test the effect of story completion technique in improving students speaking ability in descriptive text and overcoming lack of confidence at tenth grade of SMA N 1 Rantau Utara. It explains that the class gets treatment is better than the class that does not get it. As a result, the Researcher concluded that there was significant effect of using story completion on students’ speaking ability.

The previous studies have enriched the researcher's knowledge in conducting the present study. There are similarities and differences between those studies and this research. The previous studies were conducted by different researchers in different schools on different students and different levels with different research approaches. The similarity is in using story completion techniques on students' speaking ability. Based on the previous studies above, I am sure that the use of story completion technique may have a good effect on students' speaking performance.

#### **E. Conceptual Framework**

Language is a system for the expression of meaning. It means that human uses language to express their ideas, feelings, opinions, and arguments. It was needed to interact or to communicate with other people. In learning English context, especially in Indonesia, students are expected to able to use English in speaking. Speaking is one of the most important skills in learning foreign language especially English, it is used

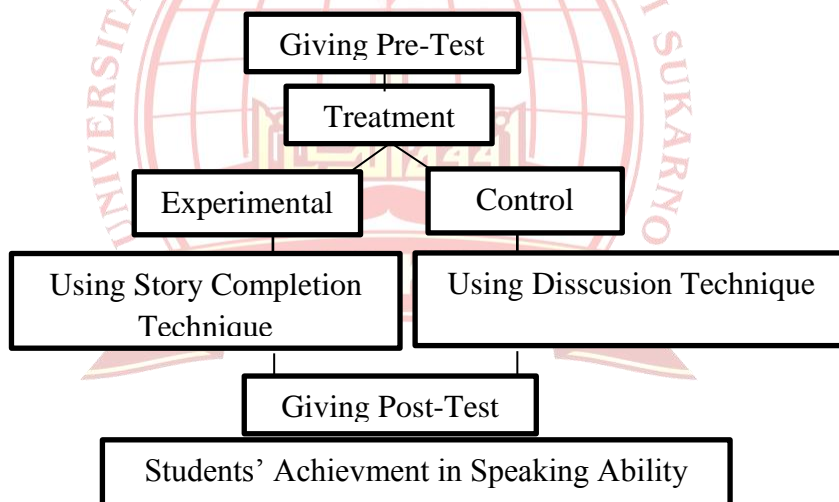
to communicate what feeling we have, to give report, idea, advice, instruction, complaint, and so on.

The researcher assumes that technique especially Story Completion is an activity where the students can tell and explore their idea about the story. This technique is really effective for students' speaking ability because it inspires students to speak up. Story Completion technique gives chance for students who get less chance to explore their ability and idea without afraid to speak. This technique is good for teaching speaking by using story completion technique students can be easy to improve speaking skill in the learning process.

Since Story Completion technique can increase student's speaking ability, Story Completion surely also could increase student's aspect of speaking, which are comprehensibility, vocabulary, pronunciation, grammar, and fluency. From all those aspects of speaking, the researcher believes that comprehensibility is the aspect that can increase the most because students get used to comprehending some stories. They can also easily comprehend the stories because they work in

groups, therefore they only get a part of the story, while other parts will be told by the other members of their group. In conclusion, they work together in a group, it will be easier for them to comprehend the story.

In relation to teaching speaking, teaching is more important. Thus, through the Story Completion Technique, it is hope that it can help teachers to teach speaking skills in class. The conceptual framework of this research is as follows:



**Figure 2.1 Conceptual Framework**

## F. Hypothesis

Based on the theories and assumption above, there are two kinds of which can be estimated here, those are :

1. Alternative Hypothesis ( $H_a$ ) There is a significant effect of using Story Completion Technique on students' Speaking Ability.
2. Null Hypothesis ( $H_0$ ) There is no significant effect using of Story Completion Technique on students' Speaking Ability.

