

CHAPTER II

REVIEW OF RELATED LITERATURE

A. General Concept of Speaking

1. Definition of Speaking

In Oxford dictionary, definition of speaking is say things or express opinions, feelings, ideas, etc.¹ while in another words Glenn Fulcher said that speaking is the verbal use of language to communicate with other.²

From definition above, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learned by using some teaching-learning methodologies.

2. Basic Types of Speaking

According to Brown, there are some basic types of speaking, they are:³

- a. Imitative is ability imitate a word or phrase or a sentence. The criterion performance in this case included phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language.
- b. Intensive is the production of short stretches of oral language designed to demonstrate competence in grammatical, phrase, lexical, phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).
- c. Responsive is interaction and test comprehension. Usually short conversations, standard greetings and small talk, simple requests and comments also included.

¹Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University press 1995), p. 398

²Glenn Fulcher, *Testing Second Language Speaking*, (Britain: Pearson Education ltd 2003), p. 23

³H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education 2004), p. 141- 142

- d. Interactive includes multiple exchanged or multiple participants and can use the two forms of transactional language to convey specific information or interpersonal exchange for maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex which are use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.
- e. Extensive (monologue) oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to non verbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, recounting the plot of a novel or movie).

In other book, Brown said that there are six types of speaking performance. They are imitative, intensive, responsive, transactional, interpersonal, and extensive. Transactional-Dialogues conducted for the purpose of information exchange, such as information-gathering interviews, role-plays, or debates.⁴

3. Teaching Speaking

According to Hornby, teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice.⁵ Therefore, teaching speaking is giving instruction to a person in order to communicate.

In another words, teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. In teaching speaking skill, it is necessary to have clear understanding involve in speech.

⁴H. Douglas Brown, *Teaching by Principles*, (New York: Pearson Education, 2001) p.271

⁵Hornby A.S, *Oxford Advanced Dictionary*, (England:Oxford University Press 1995), p. 886 and 827

Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. According to Anthony said:

“Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented.”⁶

According to Jack C. Richards and Theodore S. Rodgers, there are some methods of teaching language, such as:⁷

a. Total Physical Response

Total physical response (TPR) is a teaching method using speech and action. The objective of this method is to teach basic speaking skill of the learners.

b. Silent Way

In this method, the teacher should be silent in the classroom but the students active to produce as much language as possible.

c. The Natural Approach

The method is used to teach the beginner, so, teaching learning process is adapted for the learners that know the language at the first time through listening and speaking learning.

d. Communicative Language Teaching

Communicative language teaching is the method that focuses in communicative fluency. The students can create their language often through trial and error, so that they understand what they said. the students also work in pairs or interact with the other people.

The writer used total physical response for this research. According to Kirsti on her article, she said that storytelling based on the method of

⁶Jack C. Ricards and Theodore s. Rodgers, *Approaches And Methods In Language Teaching*, (USA: Cambridge University Press 2001), p. 19

⁷*Ibid*, p. 73

“Total Physical Response”, developed by Blaine Ray, which is used to teach foreign languages to children.⁸

The method used to increase the students’ speaking skill through tell a story using story maze as a medium. Students can create their thinking about the experiences orally.

4. Activities to Promote Speaking

There are many activities to promote speaking. As Hayriye Kayi inferred from many linguistics on her article in Teaching English as A Second Language (TESL) Journal, there are thirteen activities to promote speaking, which are:⁹

a. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the teacher sets the purpose of the discussion activity. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

b. Role Play

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

c. Simulations

Simulations are very similar to role-plays but what makes simulations different from role-plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic

⁸Kirsti A. Dyer, MD, MS, FAAETS, *The Importance of Telling (and Listening) to the Story*. Article Journey of Hearts A Healing Place in CyberSpace, p. 7 in 6 December 2001

⁹Hayriye Kayi, *Activities to Promote Speaking in a Second Language*, University of Nevada (Nevada,USA) retrieved from <http://unr.edu/homepage/hayriyek>, p. 2 in 3 May 2010

environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

d. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. In addition, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

e. Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

h. Story Completion

For this activity, a teacher starts to tell a story, but after a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

j. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance, diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example, if the topic "diamonds: earning money" is selected, here are some possible questions: Is money important in your life? Why? or What is the easiest way of earning money? or What do you think about lottery? Etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

k. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story-taking place in the sequential pictures by paying

attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

l. Picture Describing

For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

m. Find the Differences

For this activity, students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and other picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

The writer use story telling and pictures narrating to promote speaking in the classroom, in order to the students can create their thinking and encourage their language briefly.

5. Characteristics of Successful Speaking Class

There are some characteristics of successful speaking activity:¹⁰

- a. Learners talk a lot: most of the time allotted for the activity is occupied by learner talk not by teacher talk or pause.
- b. Participation is even: classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak, and contributions are 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.

¹⁰Paul S, *Characteristic Of Successful Speaking*, retrieved from [Http://www.myenglishguru.com/teacher-forum/teaching-speaking.html](http://www.myenglishguru.com/teacher-forum/teaching-speaking.html), in 6 May 2010

- 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.

6. Aspects of Assessing Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at different rates. There are some aspects of speaking according to Harris: comprehension, grammar, vocabulary, pronunciation and fluency.

- a. **Comprehension**

For oral communication certainly requires a subject to respond to speech as well as initiate it.

- b. **Grammar**

It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

- c. **Vocabulary**

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction, which is used in communication.

- d. **Pronunciation**

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

- e. **Fluency**

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that

the speaker does not have spend a lot of time searching for the language items needed to express the message.¹¹

Table 2.1 Scoring System of Speaking¹²

No.	Aspects	Score	Criteria
1.	Pronunciation	5	Has few traces of foreign accent.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
		1	Pronunciation problems so severe as to make speech virtually unintelligible.
2.	Grammar	5	Makes few (if any) noticeable errors of grammar or word order .
		4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.
		3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible.

¹¹Robert Sanborn Brown, *Teaching Speaking: Suggestion for the Classroom*, retrieved from <http://www.jalt-publications.org/tl/files/97/jan/speaking.htm> in 3 May 2010

¹²D Harris, *Testing English As A Second Language*, (USA: Mc. Graw Hill 1969), P. 84

3.	Vocabulary	5	Use of vocabulary and idioms virtually that a native speaker.
		4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
		3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.
		1	Vocabulary limitations are extreme to make conversation virtually impossible.
4.	Fluency	5	Speech as fluent and effortless as that of a native speaking.
		4	Speed of speech seems to be slightly affected by language problems
		3	Speed and fluency are rather strongly affected by language problems.
		2	Usually hesitant; often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5.	Comprehension	5	Appears to understand everything without difficulty.
		4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
		3	Understands most of what is said at slower-than-normal speed with repetitions.
		2	Has great difficulty following what is said.

		1	Can comprehend only “social conversation” spoken slowly and with frequent repetitions. Cannot be said to understand even simple conversational English.
--	--	---	--

B. General Concept of Story Maze

1. Telling Story and Story Maze

Telling the Story is a mean of transmitting ideas from one person to another.¹³ Telling a story is a part of life, intrinsic to most cultures. Stories can educate, inspire and build rapport. They are a means of communicating, recreating, and helping preserve cultures by translating memories into a more concrete manner that can be handed down verbally or in written form. Telling the story can provide the opportunity to gain a deeper understanding of one’s experiences and oneself.

Storytelling is the conveying of events in words, images, and sounds often by improvisation or embellishment. Stories or narratives have been shared in every culture and in every land as a means of entertainment, education, preservation of culture and in order to instill moral values. Crucial elements of stories and storytelling include plot and characters, as well as the narrative point of view.¹⁴

Each person has a unique story, unlike any other. These stories are constantly changing and being rewritten, reconstructed, even discarded from the moment that the people are born until die. Stories help make sense of the insensible. Stories can help people explore other ways of doing, feeling, thinking and behaving.

Stories have always played a significant role in children's growth. Stories not only help in stimulating children's imagination and understanding of the world, but also in developing children's language

¹³Kirsti A. Dyer, *Op.Cit.* p.1

¹⁴Wikipedia, *Storytelling*, retrieved from http://en.wikipedia.org/wiki/Storytelling#Emancipation_of_the_story in 15 February 2010

ability and appreciating literature.¹⁵ The primary reason to recommend storytelling in the EFL speaking classroom is that stories are motivating and immensely interesting, can best attract listeners and promote communication.

Stories are an enormous language treasure. For hundreds of years, thousands of stories have been created and passed down. Many old stories are regarded as the models of language and treasures of the culture, from which learners at various language levels and age groups can find suitable stories to read and tell.¹⁶ In addition, stories are easily accessible; storybooks can be found in bookstores and borrowed from libraries or friends. Today, the most convenient and quickest way to find stories is from the Internet.

There are some definitions about “Maze”:

- a. Maze is kind of road which is complex, difficult and across each other.¹⁷
- b. Maze is system of paths, arranged like a puzzle in which one must find one's way.¹⁸
- c. Maze is a complex tour puzzle or pictures in the form of complex branching passage through which complex the solver must find a route.¹⁹

From definition above, writer concludes that story maze is a story that consists of picture, road, and puzzle or passage which complex and difficult in which the solver must find ways to know the route of story.

¹⁵Xu Jianing, *Storytelling in the EFL Speaking Classroom*, quoted from Aiex, 1988; Cooper, 1989; Koki, 1998; Zobairi & Gulley 1989, p. 4, retrieved from <http://iteslj.org/Techniques/Jianing-Storytelling.html> in 4 January 2010

¹⁶*Ibid*, p. 5

¹⁷Jhon M. Echols and Hasan Sadily. *An English-Indonesia Dictionary*, (1975), p. 376

¹⁸Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University press 1995), p. 258

¹⁹The Wikipedia, *Maze*, retrieved from <http://www.wikipedia/definitionofmaze/html>. in 2 January 2010

2. Application of Story Maze in Teaching Speaking

Some basic principles in using story maze are key words, pictures, some questions related to the pictures and model in telling the story maze.²⁰

There are some steps in using story maze in the classroom:²¹

- a. Writing key words and translating them. The teacher writes key words on the blackboard or whiteboard. She or he gives examples how to pronounce the word, and then translates it into Indonesian Language. She or he asks the students to repeat to pronounce the words together.
- b. Showing a large paper that consists of the pictures as an example of the story maze. Before telling the story maze, the teacher asks some questions related to the pictures.
- c. Teacher tells the story. After telling the story, discussing what the students hear. The students can ask about object, place or point of the story.
- d. Teacher shows new picture to the students and writes key words and translating them, then asks some questions related to the pictures.
- e. Dividing class into five groups. They should work out their story orally and should make sure that each one of them know and can tell the story.
- f. Asking the representative of each group as volunteer to stand by the paper and telling the story to the whole class based on their comprehension.

Speaking is not easy to do, and telling a story in English is not either. The students will meet some difficulties in giving information if they do not have any ability to convey an idea or a topic, moreover if the students will tell a story.

²⁰Wright Andrew, *Creating Stories With Children*, (England: Oxford University Press 1997), p. 105

²¹Sari Lucky A.P, *Story Maze As A Medium to Teach Speaking In Retelling Story*, (UNNES 2008), p. 22

All of the actual teaching of new language materials must be done with the relation of the situations in the classroom and the familiar home surrounding. As the person who manages the classroom activity. Teacher may use story maze as a medium to meet specific instructional need. It has been familiar for the students when every time they are going to study a new topic, they are usually provided with story maze.

Through media like story maze, the teacher can give motivation to students to learn speaking more enjoyable and interesting. They can enrich their vocabulary and know more about structures. They will get new atmosphere in learning speaking.

C. Previous Researches

The writers' research is similar to these following previous researches; expect that, the writers' research will focus on teaching media with story maze. The researches which relevance to my research is as follow:

Sari Lucky Aprilia Puspita, 2201404127 (Language and Art Faculty of State University of Semarang, 2009). Story Maze as a medium to teach speaking in retelling story (the case of the eight grade students of state Junior High School 1 at Tambakromo, Pati in the academic year 2008/ 2009).this study was written based on the fact that the students often get problem in expressing their idea orally. The main objectives of this study are (1) to find out weather there is a different score in the achievement between students who are taught speaking using story maze as a medium, and those who are taught speaking without story maze as a medium and (2) to explain the advantages of using story maze as medium to teach speaking in tell a story.

She used experimental research in this study. In analyzing the data, she used a quantitative approach. The subjects were the eight grades of state junior high school 1 at Tambakromo Pati. There were two subjects in doing the research VIII-E as control group and VIII-G as experimental group. In experimental group the students was given a treatment using story maze and in control group, they were taught using a traditional method. She used some

picture in pretest and posttest in both class control and experiment. The result of the research showed that the experimental group got better score than the control group. It could be seen by comparing their average score. The average scores of experimental group were 12 (pre test) and 17,47 (post test) while the control group were 11,28 (pre test) and 13,79 (post test). The mean score of the experimental was 5,47 while the control group was 2,51. It was clear that the mean score of the experimental group was higher than the control group.²²

Vicka Mulia Sari A. 320040291, (School of Teacher Training and Education of Muhammadiyah University of Surakarta, 2008) had a research in title *Improving Students' Speaking Using Information Gap to The Second Grade of SMPN 3 Karanganyar*. This research is aimed at describing the implementation of Information Gap, describing whether or not information gap technique improves students' speaking and describing the students' responds on information gap in teaching speaking. The result shows that by implementation information gap in teaching speaking, the students have chance to be active and cooperative in teaching speaking. The students' motivation to speak, practice, and students' achievement of speaking is improved.²³

Rini Widiastuti (A. 320030147, School of Teacher Training and Education of Muhammadiyah University of Surakarta, 2007) the title is *Teaching Speaking Through Dialogue to The Eleventh Year Students A Case Study At SMK Muhammadiyah 1 Jatinom*. This research paper is aimed at describing the process of teaching speaking through dialogue focused on the curriculum, method and technique of teaching speaking, teaching media, and system of evaluation. The source of data is teaching learning process at SMK Muhammadiyah 1 Jatinom, and documents. She does the classroom observation and interview to the English teacher. based on data analysis she

²²Sari Lucky Aprilia Puspita, *Story Maze as a Medium to Teach Speaking in Retelling Story* (Semarang: State University of Semarang, 2009), Unpublished Thesis

²³Vicka Mulia Sari, *Improving Students' Speaking Using Information Gap to The Second Grade of SMPN 3 Karanganyar* (Muhammadiyah University of Surakarta, 2008)), Unpublished Thesis

finds that the result of teaching speaking by using dialogue as follows: 1) the curriculum of SMK Muhammadiyah 1 Jatinom uses KBK, the goal of teaching speaking is to gain the students to be able to communicate in English on elementary level. They can express various feelings or sense; 2) method and technique of teaching speaking uses communicative approach and dialogue technique; 3) media of teaching speaking uses blackboard and cassette (CD); and 4) system evaluation of speaking activities using comment and mark, this way is very needed for a teacher to know the students' capability and to make the lesson better. Therefore, the result of teaching speaking through dialogue is satisfying.²⁴

However, the first thesis used the pictures in pretest and posttest, while this research is not used the pictures in test, just a list of command and key of words. The second one was focus to describe the implementation of information gap can improve the students' speaking and describing the students' responds on Information Gap in teaching speaking, while this research was focus on the effectiveness of using Story Maze to increase students' speaking skill. On the other hand, there is a difference between Rini's and researcher's study. In this study, the writer try to offer one of teaching media while the previous one offered the process of teaching speaking through dialogue based on the curriculum, method and technique. The writer hopes that this study can fill in the gap in teaching learning, especially in English teaching learning context and give positive contribution although it is just a little.

D. Action Hypothesis

Dealing with the underlying theories, the action hypothesis of this research is: by using story maze in teaching speaking, especially in telling story the students' speaking skill can be increased or better.

²⁴Rini Widiastuti, *Teaching Speaking Through Dialogue* (Muhammadiyah University of Surakarta, 2007)), Unpublished Thesis