CHAPTER II

REVIEW OF THEORITICAL FRAMEWORK

This chapter describes some (1) theories of speaking (2)teaching speaking (3) concept of story completion and (4) previous study

2.1 Speaking

2.1.1 Definition of speaking

Speaking isknown as oral skill that plays important role in human interaction and communication. Learning to speak is considered more difficult by the students. Speaking ability is very important process in learning. the students communicate with the other people with their ideas. It is also important to give the students as many opportunities as posible to speak in supportive environtment (Lucy Pollard 2008 : 33).

Speaking has an important role in language learning process (Fulcher 2003) speaking is the verbal of language which is used to communicate. Maxom states that speaking is the most important skill in English language teaching to be mastered in school, through speaking, students express their ideas, feeling anddesires to others. In school, the students learn how to speak English easier because there are teachers and friends who can their facilitators and pairs to practice Englis, so speaking is ability of people become to communicate with other people by using verbal language.(Nurokma, (2009) Elicitation Technique Used in Teaching Speaking : unplished Thesis, p.183

2.2. Teaching Speaking

2.2.1 Definition of Teaching Speaking

Speaking is an interactive process of constucting that involves producing and receiving information, its from meaning are dependent on the context in which occurs, including the participants themselves, their collective experiences, the physical experiment and the purpose for speaking it is often spontaneous, open-ended an involving.(Brown 2001)

speaking is the act of saying something orally which the act is built by a language system containing grammar, vocabulary,pronounciations as well as cultural arness in a spoken discourse. (Bahar 2013)

Speaking is oral communication is a process between speaker and listener s have positive function to perform. The speaker has encode the message to be convey and appropriate language while the listeners (Byrne in Muhtar 2014)

According to the statement a bove, speaking is the process of the to speak with very complex, if we don't comprhend to back up all the things.

2.2.2 Kinds Of Speaking

Speaking is coomonly devided into kinds in (Juniati 2014) points of speaking. They are speaking performance and speaking competency.

a. Speaking Performance

Manser states that, performance is the person's process or manner of play. Therefore, people may conclude that, speaking performance is the action of speaking. It involves the way someone communicates the formations, ideas and opinions to someone others.

b. Speaking competency

Manser states that competency is having the ability, skill , and knowledge to do something. Then through this basic definition, people may conclude that speaking competency is that someone has capable, adroit and knowledge to speak skillfully.

c. The element of Speaking

In speaking the speakers are not expect that they can speak and communicative with others but also must understand the elements involve in English speaking particularly, (Haris (2013) states here as follows:

1. Pronounciation

Many students who study English speaking think that english is, to learn Especially pronounciation, most of the students are lazy to learn it. So, commonly when the students speak the teacher is difficult to

understand what they are saying, it means the students are not good at pronounciation.

Pronounciation is ant or resuliculation, vowel formation accent and style. The concept of pronounciation or the sound of the language include :

a. Pitch

Pitch is a way to show the speakers mood. Most of the people have a pitch range thar normally signs of tension or emotion, for example, the pitch of the speakers voice may change dramatically. We often speak at higher pitch that usual we are frigtened or excite. But sometimes when we are tired, bored and down outr pitch may be lower than normal.

b. Intonation

Intonation is very important thing in communicating in order to know what the speakers means. Intonation tell the listener what someone means and how they feel.

c. Sound and spelling sound and spelling is two cases which are really needed in speaking skill. Both of them use to help a listener accept the message.

d. Sterss

Stress is the term use to describe the point in a word or phrase. Stress is vitally important in conveying meaning of words, phrase and sentences.

2. Vocabulary

Good in Siska (2014) defines vocabulary as content and function words of language which are learned so througly so that become pnces.

art of child's understanding, speaking, and later reading and writing vocabulary.

3. Grammar

According to Oxford Dictionary(2011) grammar is rules of forming words and making sentences.

4. Comprehensibility

According to Kiftiah (2014) said that, comprehensibility is a ability to understand, know or get the speaker's point (message) to other or partner.

5. Fluency

According to Hornby in Kiftiah (2014) states that, fluency is the quality of condition of being fluent.

d. Principle of Teaching Speaking

Brown in Amiqah (2014) classify as the principle for designing speaking techniques, they are :

1).Technique should cover the spectrum of learner's need, from language based on accuracy t message – based on interaction, meaning and fluency.

2).Techniques should be intrinsically motivating.

3).Techniques should encourage the use of authentic language in meaningful context.

4). Provide appropriate feedback and correction.

5).Take advantage for your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

6).Capitalize on natural link between speaking and listening. Many active technique that involve speaking will also of course including listening.

7) Give student opportunity to imitate oral communication.

Priciple of teaching speaking have to noticeby the teacher in order to make students comfortable and motivate in learning. Teacher also have to give students opportunity to imitate and practice more to speak.

The important point of speaking is something as messasage that one receive information from some one and message be verbal and non verbal language. although, in generally people use verbal language to communicate whether face or not.

e. The characteristic successful of speaking.

According to Peny Ur in Juniati (2014) there are some characteristic of speaker when their knowledge is use in speaking activities. They involve :

Learner taks a lot. As much as possible, the period of time allote to activity is in fact aceept by learner talk. This way seems obvious about often must time is taken up by teacher's talk.

1. Participant is even. Classroom discussion is not dominate by minority of participant, they all get a chance to speak and contribution is fairly and evenly distribute.
2. Motivation is high learners are able to speak, because they are interest in the topic and have something new to say it, or because they want to contribute to achieve task objective.
3. Language is of an acceptable level. Learners expresses themselves in utterances that are relevan easily comprehensible to each other, of an acceptable level of language accuracy.

2.2.3 Concept of Story Completion

Story completion is of the techniques that use to improve students speaking skill. According to Kayi (2006) say story completion is very enjoyable, whole class, free speaking activities for which students in a circle. For this acticity, teacher starts to tell story, but after a some sentences he or she stops narrating. Then each student starts to narrate from the point where the previous one stop. Each student is suppose to add from four to ten sentences.

Story completion is one of aew technique in teaching of narrative text can increase the student speaking skill. It might by the real – life situation of class which can make students interest in following the lesson as (Kayi: 2006). The pupose of story completion is arise magination, provide context for introducing new language, and create an interesting reason for listening.

2.3 Previous Study

Some researcher have conducted studies related to application story completion. According to Shima (2014) states now many linguistics and EFL teacher agree o that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching based on the real – life situation that require communication, with using in EFL classes, student will have the opportunity of communicating with each other in the target language.

The other research was done by Ghiabi (2014) this technique helps students' speaking skills improving. In this type of teaching students creativity also improve; in contrast to retelling, in this technique student must use vocabulary of their own. In this task the syudent manage the story and try to complete it. Story complation can enhance intercultural understanding and communication. Stories can allow students to explore their own cultural roots, to experience diverse cultures, anable students to empathize with unfamiliar people, places, situations, offer insights into different traditions and values, offer insights into universal like experiences, help students consider and commonalties of cultures around the world.

There are some other advantages of using story complation technique in teaching speaking. According to O' Malley and Pierce in Ghiabi(2014) stated story completion gives students an opportunity to speak at length, if they can, without teacher interruption in an informal setting. Teacher can ask students to tell a story as if they were telling it to someone who is not familiar with it. The advantages according to O'Malley and Pierce in Ghiabi are :

a) Students produces oral report
b) Can be scored on the content or language components
c) Scored with rubric or rating scale.
d) Can determine reading comprehension and speaking development.

Another researcher was conducted by Januaria et.al, (2014) the result showed that, first step appropriate learning in this study emphasized on two categories, they are how to show expression, to update learning media which closed happened to the student daily life. Seconf the application of story completion can increase the ability story telling at speaking class.

This study also analyzed whether the students' speaking skill ath the seven grade students of MTs RiyadlotulUqulJabonMojoanyar can be improve with implementing story completion, this technique will give contribute to ease students in learning speaking.

2.4   Conceptual Framework

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              │    Technique :      │
              │  Story Completion   │
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Finding problem
Students fill difficult in learning speaking English as the foreingn language in vocabulary, grammar and pronounciation

Solution :
To make the students fill easy in learning speaking English. The writer use story completion to increase the student in lerning speaking