

Chapter Two

Literature Review

This chapter presents some related theories about the explanation of speaking, the importance of speaking, and the problem that students face in speaking and also explain the strategy to solve the problem. In this chapter, the researcher also presents the previous study related to the topic. By the end of this chapter, the researcher shows the conceptual framework of this study.

Speaking Skill

Speaking skill is one of the basic competences in English language that include grammar, vocabulary, pronunciation, and accent. Based on Andelina (2014)“speaking process have five components, namely pronunciation (including segment features vowels and consonants and the stress and intonation patterns), grammar, vocabulary, comprehension, and fluency”. Speaking skill is important in language learning. It serves as a medium to communicate with other people, to get information, to explain something. To become a good speaker, the students need good ability in speaking. Bin (2016)said that speaking is instruments to deliver a message to the listener despite the listener understand the message or not.

According to Akhyak and Indramawan (2013) skill is ability and knowledge that the speaker-hearer’s has included concept and acceptability of appropriateness. According to Akhyak and Indramawan (2013) speaking skill means knowledge and ability in communication and ability to interact with another person that actually

performs mutual independent of conversation. A Person needs gradual practice so that they can control their awareness, and also fluency in a conversation.

Speaking skill is also needed by students. There are some reasons why students are required to learn speaking in class. According to As (2016), there are two reasons why the students must learn speaking in the class; the first reason is in order to make a communication and relation with other people and the second reason is so that they can easily express or explain something. It is supported by Bin (2016) who argues that speaking is a skill to express something using.

There are some problems found of speaking English in Indonesian context. Febriyanti (2013) conducted a research about teaching speaking of English as a foreign language. This research aims to find problems and solutions of speaking English in Indonesian context. Those problems are students do not want to talk, students keep using their own language, teachers get difficulties in handling students in large classroom, students are not discipline, the materials do not fulfill students' need, and students have low motivation.

In addition, there are some solutions that Febriyanti (2013) found in order to overcome those problems. These are encouraging students interaction, making speaking activities communicative, and planning speaking activities carefully. Encouraging students interaction means the teachers should make a comfortable atmosphere in classroom where the students are not shy to speak and interact with other classmates. Making speaking activities communicative means that the teachers have to provide or create the speaking activities to be interesting. Making interesting speaking activities is

a strategy to encourage meaningful interaction between students. Besides, planning speaking activities means that the teachers should design the speaking activities to be carefully structured. It also means that the teachers are required to divide students' based on their level. These three solutions are often done in extracurricular activities. According to Sundqvist (2009), extracurricular activities impact good progress for students' speaking skill because extracurricular activities encourage students to have a good speaking activities.

Extracurricular Activities

Extracurricular activities are activities performed by students that fall outside the realm of the normal curriculum of school or university education. Lunenburg (2010) states that extracurricular activity is a particular activity that students take out part of school or work obligations which depends on their interests, hobbies, and skills. Extracurricular activities exist at all levels of education. According to Annu and Sunita (2015), extracurricular activity is an important activity should take because extracurricular activity refers to any activities that take place outside of the regular (compulsory) school curriculum. It means that the students could increase their knowledge by joining particular extracurricular activity.

Extracurricular at junior high school in Panggang. As mentioned above, it can concluded that extracurricular activity is an important activity to join. This case makes one of the junior high school in Panggang provide some extracurricular activities for the students. Those are about storytelling, culinary, theater, and music. It means that one of the extracurricular activities is about storytelling. The junior high school in

Panggang includes storytelling to be one of extracurricular activities because the teachers in that school believe that storytelling aims to help and support the students to increase their listening, reading, speaking, and writing.

The extracurricular storytelling is non-obligation extracurricular. Students in grade seven until nine can join this extracurricular. The extracurricular is done once in one week. The activity that the students do in the storytelling extracurricular is in the first week the students get a story from the teacher. Sometimes, the story is the same but sometime the story is different. It depends on the participant. If the participants only consist of five students, the story is the same. However, if the participants more than ten students, it will be divided into two groups which means that there are two different stories. If the participant is up to fifteen students, it means that there will be three different stories. After the students get the story, they try to understand the story. Then, the teacher helps to find and explain the difficult words or sentence. In the next week, the students perform the story or do storytelling in front of the class based on the story that the students get.

Story Telling

To improve students' speaking skill, there are some strategies that can be used. One of them is by using storytelling. Nurainingsih (2012) argues that storytelling is one of the strategies to teach and it was used for thousands of years as a medium of handling down man's history from one to another generation. Then, Akbar (2014) adds that from reading a certain text the students can solve their problem of the weakness of speaking. It is meant that story telling can solve student's problem in speaking because story

telling using reading text technique. According to Akhyak and Indramawan (2013), by using storytelling, students can improve their fluency, grammar mastery, pronunciation, vocabulary, and content knowledge. Cameron (2001) says that storytelling is an enjoyable tool to be used as a strategy to teach the students speaking and listening skill. Therefore, storytelling can become an effective strategy to improve students speaking skill.

Benefits of storytelling. There some benefits that students can get by having storytelling. One of the benefits is, by storytelling, the students are able to improve their speaking skills. There are some experts who state that the main benefit of storytelling is for students' speaking skill. These some experts state that storytelling really impacts students' speaking skill because of some reasons. These reasons are clearly explained and elaborated below. It means that these benefits are clearly quoted from some experts by the researcher.

Increasing students' vocabulary. There are several reasons why storytelling has good impact for students' vocabulary mastery which is important in speaking. According to Mokhtar, Halim, and Kamarulzaman (2010), storytelling is an effective way to improve students' speaking skill. They add that storytelling improve students' speaking skill because it increases students' vocabulary.

Increasing students' motivation. Here, there are some explanations which are about why storytelling increases students' motivation. According to Mulyani (2010), teaching-learning English by using storytelling is fun which means that it could help the students improve their motivation and motivation is needed in speaking skill.

Mulyani (2010) also argues that when story is interesting for the students, the students can comprehend the story, listen with great attention, and get the message easily. It can be concluded that storytelling increases students' motivation because storytelling is an interesting which is able to gain students' attention.

Improving students' speaking skill. Storytelling is also important for improving students' speaking skill. Here, the researcher elaborates explanations why storytelling can increase or improve students' speaking skill. According to Zuhriyah (2017), in storytelling, the storytellers are required to talk a lot in telling particular story by involving a certain interaction between the storyteller and the audiences. In storytelling, the students are asked to retell particular story fluently with a good intonation and pronunciation for sure. From this point, Zuhriyah (2017) concludes that if the students want to improve their speaking skill, storytelling is the right way that the students can do.

In conclusion, storytelling has good impact in improving several parts which are important for mastering particular language. There are three benefits from storytelling. Storytelling is important for increasing students' vocabulary size. Storytelling can improve students' motivation. Besides, storytelling can improve speaking ability. From these benefits mentioned previously, it can be concluded that storytelling is really important for the students in learning to master particular language.

Challenges in storytelling. Storytelling does not provide the benefits only. Storytelling also has some challenges that students face. According to Adams (1999), there are common challenges that commonly happen in doing storytelling. These

problems are about the challenge of forgetting the story and the problem students' self-esteem. These problems are clearly stated below!

Forgetting part of the story. Forgetting part of the story happens to students especially when they are telling the story, Adams (1999). When the students get blank-out, the story will not be delivered well because the students do not know what they have to say. It means that this case will not make the audiences not understand the story. When this case happens, this storytelling technique will be useless.

Students' self-esteem. Students' confidence also determines the success of being storyteller. If the students get nervous and they are not confident, it will make the quality of the intonation and the gesture (move) will be interfered. By this case, it also impacts to students' performance. This problem will make their performance become not interesting.

Confused what to say. According to Callahan (2014), being confused about what to say is similar to memorizing difficulty. Callahan states that when the storyteller gets difficulty in memorizing, it frequently makes the storyteller becomes confused about what to say while performing storytelling.

Memorizing difficulty. Sometime some students difficult in memorizing the story and it can disturb their performance in doing storytelling. According to Callahan (2014) who states that memorizing is the hardest things to do for being a storyteller. It takes times to memorize the story especially long story.

Expressing difficulty. One of the problem that students face when they perform storytelling is they feel difficulty on expressing the character of the story. According to

Mokhtar, Halim, and Kamarulzaman (2011), storytelling is conveying events in words, sound, image, often by improvisation of expression from storyteller.

Nervous. Nervous also become the problem that students face in performing storytelling. According to Adams (1999), Students' confidence is needed for the storyteller to become successful storyteller. If the students get nervous and they are not confident, it will make the quality of the intonation and the gesture (move) will be interfered.

In conclusion, even though storytelling is important for the students to master particular language, it does not mean that the students do not face some challenges. There were several challenges that the students face in practicing storytelling. These are forgetting part of the story, students' self-esteem, confused what to say, memorizing difficulty, expressing difficulty, and nervous.

Strategies to solve the problems. When there are some problems found, it means that there are also some strategies that can be used to overcome the problems.

Practicing. Altman (2012) states that practice makes perfect. Practicing will make the students master the story or materials that they want to tell to the audiences. It will make the students avoid the problem in doing storytelling which is about the problem of amnesia. In practicing, some points are included here which are about evaluating and repeating. Evaluating makes the students know what things need to be revised. Last, repeating will make the students master the story perfectly.

Learn to memorize. To make a better performance when the students do storytelling is they need to remember the story well, so they need to learn to memorize.

Callahan (2014) states that when the students get difficulty in memorizing, the best thing to do is to learn memorizing everyday, so it will ease the students in memorizing particular thing.

Practice more. The students need to practice more when they want to get a better performance in doing storytelling. This strategy is supported by Altman (2012) who states that practice makes perfect, so practicing could be used before doing storytelling or performing another task.

Learn to express the character of the story. The students need to learn to express every character in the story. Because, Mokhtar, Halim, and Kamarulzaman (2011) contend that learning to express the story is the strategy that storyteller can use to solve the problems in doing storytelling.

Asking friend. If the students forget the story when they perform storytelling, asking friend can become the strategy to solve it. Hub (2013) contended that social strategy is one of the strategies that can be implemented when the students do not know the answers. Social strategies refer to asking for a clue from teachers, students or the people around the students.

In conclusion, there are several challenges that students face in doing storytelling. There are also some strategies that students can use to overcome the challenges. The strategies are practicing, learn to memorize, practice more, learn to express the character of the story, and the last is asking friend.

Conceptual Framework

Speaking is the key of communication to make relation with other people, to get information, and to deliver a message. Although speaking is important, some students face some problems in their speaking. The problems come from internal and external factor. There are many strategies that can be used to solve that problem, but in this research the storytelling become a solution to solve students' speaking problem and improving their speaking ability. The conceptual frame work of this research can be seen in the following figure.

