

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Previous Studies**

The researcher reviewed several prior experiments that are important to what the current study is trying to accomplish. The first is a journal article by Firdaus & Amaniarsih (2018). The study aimed to find out how to use storytelling to improve the English language skills of tenth graders in SMA Harapan 1 Medan. A total of 22 students did not meet the minimum criteria of mastery learning (KKM), which was 70. The results showed an increase in students' speaking ability, but not statistically significant. Some students were still shy and embarrassed to speak in front of the class. Students were asked to sit in three-person groups and write a story based on the theme and picture shown. Some students could use their voice intonation to encourage others to listen and pay attention. When comparing students' speaking ability under initial conditions and after using the storytelling techniques, there was a 43 percent increase in students' speaking ability.

The second is a journal conducted by Hidayati (2019). Speaking is a skill that students must master when learning the English language. According to the research, some students could not communicate orally well due to limited vocabulary, pronunciation, grammar, fluency, and comprehension. It is unsatisfactory if students can only speak English with the bare minimum of mastery. The researcher asked students to retell their own stories to perform oral tests. The researcher asked students if the students had difficulty understanding

the text. Independent sample T-tests were used to examine the impact of storytelling on students' speaking ability. The results showed that sig.2-tailed was (0.05), and the t-table was lessened than the T-test. As a result, it is feasible to determine that storytelling statistically affects students' speaking ability.

The third is a journal article by Hardianti (2019). This study examined how storytelling technique affects students' speaking abilities. The researcher gathered the data through observation, student testing, and student interviews. Students created their own experiences and performed them in front of the class without reading the text. This previous research showed that storytelling effectively improves students' speaking abilities. A speaking test was used to accumulate data on students' speaking abilities. Seven students were randomly chosen from thirty-one members of the targeted class to be interviewed as research participants. Most students agreed to share stories based on the recount texts they made. It is related to the statements of Jones and Chapman that storytelling can help improve students' speaking abilities.

The last is a journal article by Asniatih, Ahmed, Dool, et al. (2020). The narrative text is one of the materials that students must master. A study found storytelling can reduce students' boredom and make it easier to perform complex tasks. In this study, teachers helped students through some guide questions to continue the conversation through their stories. The data collected from the questionnaires showed that 50% of students liked to tell stories using their own words. While the students worked in groups to discuss reports, the teacher helped students understand the stories. This type of speech was observed during and after students

narrated and told the stories when the teacher clarified what the students said or implied.

Based on several previous studies above, the researcher concludes that there are many similarities between the previous and current studies. Previous studies showed that students' speaking abilities improve after participating in a speaking class using storytelling techniques. Several differences between the studies include the effect of the storytelling technique on students' speaking ability, the statistically significant differences in students speaking ability between pretest and post-test, and the various approaches to implementing the storytelling technique in the classroom used by each study. Meanwhile, this study will determine whether students' speaking ability can increase due to implementing the storytelling techniques. The instruments used in this study differ from those used in previous studies because this study focuses only on narrative texts.

## **2.2 Theoretical Framework**

### **2.2.1 Concept of English Speaking**

Language serves as a means of communication. People must be able to speak well to communicate effectively. To learn more about speaking, we should understand the definitions of speaking as provided by some experts. According to Brown (2001), "Speaking is a collaborative meaning-making sequence involving the production, acceptance, and processing of information." The theory also states that pronunciation pressure and intonation will play an essential role in this process. According to Tarigan (2008), "Speaking seems to be an activity of developing and delivering meaning through various contexts using verbal and

nonverbal cues.” Speaking is an essential component of teaching and learning a second language. Speaking is a valuable skill that requires many practices and learning processes to obtain language proficiency and mastery. The teacher should give students practice and oral exams to assist students in improving their speaking abilities.

Language learners must understand that speaking requires some types of abilities (Brown, 2004). The categories are pronunciation, which is related to the speech sound produced by the speaker; grammar, which is the ability of how language is used and how to construct sentences or utterances in an acceptable form; vocabulary, which is a total number of words that make up a language or the arrangement of words into a sentence, and also words known to or used by a person in trade, profession, etc.; fluency, which means the ability to communicate ideas without having to stop and overthink about what you have to say; and comprehension, that is the ability to understand what the speaker says and get the point of information related to the topic discussed.

In connection with a preceding explanation, it is possible to determine that speaking is a process in which speakers express their ideas to listeners. When the speakers speak, they produce utterances containing precise pronunciation of individual sounds.

Speaking skills involve both receptive and productive aspects, as stated in Rao (2019). The receptive aspect of speaking is a skill that is conventionally referred to as “listening.” At the same time, the productive aspect of speaking is called

saying. It can be said that speaking is effective when one of the participants in an interaction plays an active role as a speaker.

Speaking skills can be divided into productive and receptive skills, which are creative processes carried out by participants in an interaction. Productive skills are skills to produce language actively, while receptive skills are skills to listen to the language produced by speakers with complete understanding. These learners define fluency as the ability to communicate with others, more than the ability to read, write, or understand spoken language. They consider speaking the most important skill they can acquire, and they rate their progress in terms of their achievements in oral communication.

### **2.2.2 Concept of Storytelling**

Storytelling is an excellent way to boost students' confidence and foster positive relationships with the audience. According to Craig, Hull, Haggart, et al. (2001), storytelling would provide educators with cooperative ties to general education classes by offering a social component to education, assisting students in developing creative ideas, encouraging role-playing and interpretive understanding, creating textual discussion, and taking advantage of prior assumption.

Mastering speaking skills is the highest priority for second or foreign language learners. Storytelling is the socio and cultural activity of telling stories involving phrases, sounds, and visuals, frequently improvised theatrics, and embellishments.

Narratives have been passed down from generation to generation as a means of entertainment, education, cultural preservation, and moral development.

### **2.2.3 Concept of Teaching Speaking**

Speaking instruction is essential to second language acquisition, and second language communication is necessary. Teaching speaking is a demanding responsibility because of the many problems associated with everyday practice (Lamb, 2017). Nunan (2003) stated that teaching speaking is very different; from teaching listening, writing, and reading, because it takes place in real-time and cannot be edited and revised once it is spoken. Efrizal (2012) commented that speaking is necessary for habit formation because it is real communication. As a result, students need more practice to master speaking skills. Thus, the researcher believes that if students always practice their English, they can speak English quickly. However, the purpose of learning to speak should improve students' communication skills so they can express themselves and learn how to use language. Many teachers today agree that students should learn to speak a foreign language by interacting with one another, as stated in Zuhriyah (2017). This requires English teachers to creatively develop their teaching and learning process (Rido & Sari, 2018). In addition, this way can create a good atmosphere, improves students' speaking skills, pays attention to the components of speaking, and makes learning English more enjoyable.

Brown (2004) state five categories apply to the type of oral production students are expected to do in the classroom. There are:

- Imitative

This is the ability to imitate simply (imitate) words, phrases, and sentences. It was done not for any meaningful purpose (interaction) but to focus on some aspects of language form. This activity is usually carried out in the form of drilling and interactive pronunciation of conversations.

- Intensive

It is the production of short stretches of spoken language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. This activity goes beyond imitative and includes any speaking performances intended to practice some grammatical aspects of the language. It can be in the form of self-initiative or work in pairs.

- Responsive

Brown explains that responsive speaking means being able to answer questions and comments that are truly meaningful, such as short conversations, standard greetings, small stories, simple requests, and comments.

- Interactive

Brown stated that the difference between responsive and interactive speaking lies in the length and complexity of the interactions, which sometimes include multiple exchanges or multiple participations and have two elements, Transactional and Interpersonal. Transactional is a thing

done in dialogue and aims to convey or exchange information in specific, extended forms of responsive language. Meanwhile, Interpersonal is a thing that is done in dialogue as in Transactional. Still, Interpersonal is a bit more complicated for students because it can involve several factors such as slang, ellipsis, sarcasm, ordinary register, etc. This often makes it difficult for learners to understand the language or even be misunderstood;

- Extensive

Brown stated that Extensive speaking includes opportunities for oral interaction, such as speeches, presentations, storytelling, etc. The audience's participation is limited (perhaps in the case of nonverbal reactions) or completely excluded in the form of monologues.

Based on the framework above, it can be concluded that teachers should allow all students to participate in their learning. In addition, teachers should use suitable techniques to encourage all students to actively participate, share their thoughts, and speak as much as possible. The teacher can implement the above categories based on student level and abilities.

Teaching English to students in high school is different from teaching English to students in elementary school. Therefore, English teachers must understand the concept of English to students in high schools to teach them successfully (Rido, 2018). The age of students in High School is between sixteen to eighteen years.

Adolescents between the ages of sixteen and eighteen years or more may be at the age of puberty (Caminotti & Gray, 2012). This shows that students in high school



are in a period of life that is both special and dynamic. It has been identified as a period in which young people develop abstract thinking skills, become more aware of their sexuality, develop a clearer sense of physiological identity, and increase their independence from parents. At this age, students are in the stage of developmental transition between childhood and adulthood, a period in which a person experiences various biological changes and faces several emotional problems.

Assuming that situation, the researcher concludes that teaching English in high school is not an easy job because students are at a stage of developmental transition between childhood and adulthood, representing the period in which a person is biologically mature but emotionally not. The age that is considered part of adolescence varies by culture. When students speak in public, they feel silly if they make mistakes. Sometimes, they do it spontaneously in their mother tongue when they say something important to their friends. They are very tired of concentrating on producing a foreign language, especially when their level is low.

#### **2.2.4 Concept of Narrative Text**

According to Anderson, Mark, & Kathy (2003), A narrative is a piece of writing that tells a story and helps entertain or inform the reader or listener. Meanwhile, Moen (2006) argues that a narrative essay tells a story or sequence of events that occurred. It provides context for an event or activity by telling a story. In addition, Lukens (2006) states that “a narrative connects a series of logically and chronologically related events that are caused or experienced.” A key to understanding the story is empathizing with its storyline, themes, character types,

events, & relationships. She explains that a narrative text has character, setting, and action. A narrative text is a piece of writing that tells a story or experience. The narrative text also has various types of text, each containing several elements such as theme, plot, characters, and even setting. The objective of narrative text is to entertain and inform readers and listeners.

The Generic Structure of the Narrative Text can be described as follows: Orientation that introduces the first events of the story and informs its arrangement. The author explained when the story occurred; complications that presented the problem began to appear; the resolution that describes the final stage at which the solution will complete the story; and re-orientation (optional).

The social function of narrative text is to amuse, entertain, and deal with actual or various experiences in different ways. In addition, the narrative text has some language features that become unique characteristics of the text. They are specific characters, using the simple past tense, past perfect, past continuous, past perfect continuous & past future continuous, use of the material process, and use of temporal conjunctions. Here is an example of narrative text:

**Table 2. 1 The example of narrative text**

<b>Cinderella</b>	
<b>Orientation</b>	Once upon a time lived a beautiful girl named Cinderella. She lived with her stepmother and two step sisters. The stepmother and sisters were conceited and bad-tempered. They mistreated Cinderella. Her stepmother made Cinderella do the housework hardest, such as scrubbing the floor, cleaning the pot and pan, and preparing the food for the family. On the other hand, the two step-sisters did not work about the house. Their mother gave them many handsome dresses to wear.

<b>Complication</b>	<p>One day the prince invited all the girls in his kingdom to dance in his castle. They were excited and spent a lot of time choosing which dress to wear, and Cinderella couldn't stop crying even after they left. A fairy came to Cinderella and asked why she was crying. Then Cinderella told her why she was crying.</p> <p>The fairy said: "You have become a pleased, diligent and uncomplaining girl, so I will help you come to the party." The fairy turned a pumpkin into a trainer and a mouse into two coachmen and a gentle maid. Then she used a magic wand to transform Cinderella's dress into a beautiful gown. Then she presented her with stunning glass slippers. A fairy told Cinderella that she had to leave the party at midnight. Cinderella had fun because she was chosen to dance with the prince until she lost track of time. When the clock strikes midnight, Cinderella panics and rushes. So, Cinderella passed one of her glass slippers.</p>
<b>Resolution</b>	<p>A few days later, the prince declared that he would marry a girl with glass slippers that fit on her feet. Her step sisters tried on the slipper, but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page lets Cinderella try on the slipper. She stuck out her foot, and the page slipped the slipper on. It fitted perfectly.</p>
<b>Re-orientation</b>	<p>Finally, she was driven to the palace. The king's son was thrilled to see her again. They were married and lived happily ever after</p>

### 2.2.5 Procedure Teaching Speaking through Narrative Storytelling

Storytelling is a fun and effective way to introduce narrative text, new vocabulary, and grammatical concepts. Storytelling doesn't have to be limited to picture book stories. The teacher can improvise the words and events in the story or adapt the text to the learner's world. Students may speak using their language if necessary. Speaking should be relaxed, fun, and informal. This can be achieved by changing the class layout, sitting in a circle, and picking up specific stories. Storytelling is a relaxing and fun activity that teachers can enjoy as narrators and students as

listeners. As a result, storytelling creates better attitudes towards language learning and use. Dujmović (2006) suggest some tricks to present storytelling in class. First, teachers need to see storytelling as an imaginative activity, not a task. Second, when giving a story, teachers must allow experimentation in the target language and encourage collaboration. Third, when telling a story in a book, teachers can improvise, change the words, change the events of the story, and the teacher can adapt the text to the teacher's or students' world. Fourth, teachers should feel free to speak in their mother tongue when necessary. Finally, teachers as storytellers must remember that time spent telling stories should be relaxed, fun, and informal. After planning the storytelling activity, the teacher needs to implement the plan that has been made. Some tricks to make the experience more enjoyable and successful for students, especially in storytelling techniques, are:

- If your students are not used to storytelling, start with a short session. Don't demand much from them.
- If possible, have the students sit on the floor around the storyteller and tell the story. Dujmović (2006) say that students can relax and enjoy listening to stories by changing the classroom layout, sitting in a circle, or introducing new personalities.
- Comments on pictures. When the teacher says a word, point to the illustration simultaneously. Teachers may review items and phrases in essential vocabulary and encourage students to engage in storytelling.
- Use gestures, pantomimes, facial expressions, different intonations, pace and pitch, and voice disguises of other characters to convey meaning.

The above trick shows that when telling a story to an audience, the storyteller needs to use a specific method to bring the students relaxed and fun. Teachers must realize that students' concentration is limited, so the selection of storytelling techniques must always consider the condition of students.