

CHAPTER II

THEORY REVIEW

2.1 Theory Review

2.1.1 Concept of Speaking Ability

Speaking is human's important aspect in life. Speaking is one of communication ability with other people through language media. Riadi in Ningsih (2014, p. 245) mention that speaking is ability in say sounds of language to express or deliver thoughts, ideas, or feeling in verbal form. Moreover, Jalongo in Zubaidah and Ratnasari (2019, p. 268) defines that speaking is reveals expression from language by mouth or orally. From those statements the researcher implied that speaking is ability to explain al of thought, ideas, and feeling by using mouth or verbally. Furthermore, Gordon in Sulistyowati (2019, p. 2) explains that ability is skills to operate activity correctly and quickly. By ability someone can do activity or create activity be more easily. Besides, Tarigan in Istiqomah (2018, p. 6) explains that speaking ability is ability to express articulation sounds or words to deliver thoughts, ideas, and feeling. Speaking ability is ability in produce word into sentence that use in verbal communication between speaker and listener. In speaking English, the students must have ability in order to make speaking activity be more easily to do and understand.

Brown (2003, p. 141) explain that there are five basic speaking ability such as imitative, intensive, responsive, interactive, and extensive.

a. Imitative

In imitative, the students are expected to be able imitate pronunciation, new vocabularies, or new sentences that expressed by another speaker. Besides, imitative is type of speaking skill that means the students performance speaking skill as practice the intonation and focusing at some elements and particular language form.

a. Intensive

This second form of speaking often employed in assessment contexts in oral production. it's designed to observe some descriptive linguistics or grammatical side of language.

b. Responsive

Responsive is type of speaking skill that practice short conversations, small monologue, or simple request and comments. At school responsive speaking can be form of greetings, small talk between teacher and students, or giving contruction and directios.

c. Interactive

Interactive speaking means speaking activity that consist more than one participants in order to make the varied conversations. In process of interactive speaking, the participants produce pragmatic conversations.

d. Extensive

Extensive speaking focusses on the students' ability in improving speaking ability. Extensive speaking can be as form short monologue, story telling, or simple speech.

From those statements, it can be concluded that there are five types of speaking ability they are imitative, intensive, responsive, interactive, and extensive. Each types have different form in speaking activity.

The main purpose of speaking is to express thoughts and feelings orally. Besides, speaking is way to communicate with people in spoken form. According to Djago Tarigan in Wuryaningtyas (2015, p. 103) there are four purposes of speaking , as follows:

a. Speaking to Entertain

Speaking to entertain means the speaker get attention from the listener by many ways like jokes, funny stories, or adventures. To create happy atmosphere.

b. Speaking to Inform

Speaking to inform means the speaker explaining an process, describing or interpret a thing, and giving or imparting knowledge to other people,

c. Speaking to Stimulate

Speaking to stimulate is more complex then other speaking purpose. The speaker should be able to persuade and affect the listener.

d. Speaking to Move

Speaking to move means the speaker need to have special skill to convince listener to do something.

Similarly, Keraf in Wiyanti (2014, p.95) explains about purpose of speaking, as follows:

a. Speaking to entertaining listener

Speaking activity have purpose to get attention from listener. The information that given are spontaneously.

b. Speaking to inform and explain something

Speaking activity have purpose to give information or explain something for listener, example: how to do something, how to make something, explain the plan, and deliver conclusion about something.

c. Speaking to stimulate and encourage listener to do something

The purpose of speaking to make the listener get ideas so that the listener want to do activity.

d. Speaking to convince

The speaker not only give and explain a thing but also motivate the listener to change the opinion that maybe have contradicting ideas with the speaker.

Referring to all of purposes of speaking above, the researcher concluded that there are many purpose of speaking such as to entertain, to explain, and to convince the listener.

Speaking is one of skill in English that must be mastered by the students because speaking ability directly have relation with all of the students' learning process at school. The success of the students in following learning process will be determined by the mastery of speaking ability. The students who are not be able to speak correctly and clearly will

had difficulties in learning meanwhile when the students who be able speak English correctl and clearly will receive the material easily.

Many factors that affect the students' speaking ability such as role of teacher in facilitate the students with appropriate model and learning media. Furthermore, another factors are affected the students ability in speaking are vocabulary mastery, ability in arranging correctly sentences, and the ability in developing ideas. According to Arsjad and Mukti in Yulistiyo (2016, p. 171) there are two factors that affect speaking such as language factor and non language factor. Language factor consist of fluency, speaking effectiveness, intonation, choosing diction, and suitable context. Meanwhile non language factors consist of calm attitude, appropriate expression, voice, and understanding topic. Based on the explanation above, the researcher concluded that there are various factors that affect people's speaking skill such as vocabulary, fluency, expression and ability in understanding the topic.

Furthermore, vocabulary as one aspect that affect speaking ability for the students. Valette in Marlianingsih (2016, p. 135) states that vocabulary is word or group of words that have certain meaning. In addition, Keraf in Munirah and Hardian (2016, p. 82) defines that vocabulary is all words that stay in someone's memory.

Thus, the researcher concluded that vocabulary is groups of words that exist in people brain that have meaning. In learning language, vocabulary as the important aspect that must to be mastered by the students. Quality and quantity of vocabulary is determining the students'

ability to absorb material that is delivered from the teacher besides vocabulary mastery affect the students' ability in doing communication both orally and non oral.

2.1.2 Assesing Speaking Ability

Assesing in speaking ability is needed to know development and improvement of the students in speaking activity that appropriate with the aspects in speaking. Through making assesment of speaking ability so that the difficulties and problems can be solved. In this case, the students will be more supported in speaking learning because the students get the guidance directly from the teacher to improve the quality of speaking ability.

According to Brown (2004, p. 172), there are five aspects that is assesed in speaking ability such as pronunciation, vocabulary, fluency, grammar, and comprehension. The following is explanation of each aspect also the criteria assesment of each aspect based on Brown (2004, p. 172):

a. Pronunciation

Pronunciation is an important aspect of speaking. Pronunciation is the way a word is pronounced (Hornby, 2010: 1175). Pronunciation can also be defined as as a way for the speaker to generate a clear oral utterance. Properly generated pronunciation can make the meaning clearer. Hidayati (2015: 9) states that when speaking, the speaker should be able to express the word clearly and make a meaningful sound. In

speaking activity, the students can pronounce that distinct the meaning. Therefore, mispronunciation can lead to misunderstandings.

Pronunciation assesment are determined by how the students be able to speak as same as with native speaker. The detailed pronunciation will be explain as follows:

TABLE 2
PRONOUNCIATION ASSESMENT CRITERIA

PRONOUNCIATION	
SCORE	CRITERIA
5	Equivalent to and fully accepted by educated native speakers.
4	Errors in pronunciation are quite rare.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
2	Accent is intelligible though often quite faulty.
1	Errors in pronunciation are frequents but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. speech virtually unintelligible

(Modified from Brown 2004, p. 172)

b. Vocabulary

“Vocabulary is the thousands of lexical building blocks that are available to the average user of a language” (Brown, 2007, p. 435). Besides, Hornby (2010, p. 1662) also states that vocabulary is every word a person knows or uses. In addition, Jannah and Fitriati (2016, p. 67) define a vocabulary as a single meaningful word or a group of words. Vocabulary is important for producing utterances. If the speaker can use

the vocabulary well, the speaker will be able to speak more effectively. A small vocabulary makes it difficult for the speaker to clearly convey the message.

In vocabulary assesment, the more the students use vocabulary appropriately the more the students have good score. The detailed of vocabulary assesment criteria will be explain as follows:

TABLE 3
VOCABULARY ASSESMENT CRITERIA

VOCABULARY	
SCORE	CRITERIA
5	Speech on all level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word
2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
1	Speaking vocabulary inadequate to express anything but the most elementary needs.

(Modified from Brown 2004, p. 172)

c. Fluency

Fluency is the important part in speaking. According to Brown (2007, p. 64) fluency refer to “efficient and rapid movement away from a

capacity-limited control of a few bits and pieces to a relatively unlimited automatic mode of processing language forms.” Moreover, Hornby (2010, p. 575) defines fluency is “the quality of being able to speak or write a language, especially a foreign language, easily and well.” Fluency affects someone’s skill in speaking because someone can use the language perfectly without any distinctions which can make the speech unclear.

In scoring fluency, the students will have good score if the students are be able to speak English fluently. Meanwhile the students will get low score if the students speak English not fluently. The detail of score and criteria of fluency is explained as follows:

TABLE 4
FLUENCY ASSESMENT CRITERIA

FLUENCY	
SCORE	CRITERIA
5	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.
4	Able to use the language fluently orally levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with high a degree of fluency
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information
1	(No specific fluency description. Refer to other four language areas for implied level of fluency)

(Modified from Brown 2004, p. 172)

d. Grammar

According to Hornby (2010, p. 651), grammar is “the rules in an exceedingly language for dynamicalthe shape of words and connexion them into sentences.” Jannah and Fitriati (2016, p. 68) additionallyoutline grammar may be a study within which sentences are organized and constructed. grammar is a study of the language structure which describes however words mixalong to be a substantive construction. grammar is a set of procedures wont to construct sentences or utterances. grammaris very important to use each in spoken and communicationas a result of it will differentiate the meanings. In speaking process, the correctgrammarwill bring the listeners to possessa decent understanding regardingthe subject being discussed.

In scoring grammar, the students will given good score if the students are be able to use grammar correctly. And if the students make many grammatical error the students will get low score. The detail of score and criteria of grammar are explained in the following table:

TABLE 5
GRAMMAR ASSESMENT CRITERIA

GRAMMAR	
SCORE	CRITERIA
5	Equivalent to that of an educated native speaker.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
3	Control grammar is good. Able to speak the language sufficient structural accuracy to participate

	effectively in most formal and informal conversation on practical, social, and professional topics.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

(Modified from Brown 2004, p. 172)

e. Comprehension

The last side accustomed assess speaking ability is comprehension. Having smart comprehension whereas doing communication is admittedly important. Rahmawati and Ertin (2014, p. 202) outline comprehension is making an attempt to know the context of the language and capable to reply by victimisation appropriate answer supported the question that's offered. Besides, Hornby (2010, p. 296) also states that “comprehension is that the ability to understand.” It means comprehension relates to however the speakers understand the content of the conversation. They comprehend their own talks and able give applicable responses related to the topic being discussed.

In assessing comprehension, the students who are able to comprehend the topic that talked will get good score. Low score will be given if the students difficult to produce meaningful utterance. The detail score and criteria of comprehension will be described in the following table:

TABLE 6
COMPREHENSION ASSESMENT CRITERIA
COMPREHENSION

SCORE	CRITERIA
5	Equivalent to that of an educated native speaker.
4	Can understand any conversation within the range of his experience.
3	Comprehension is quite complete at a normal rate of speech.
2	Can get gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

(Modified from Brown 2004, p. 172)

2.1.3 Concept of Storytelling

The effectiveness of teaching learning depend on some factors like knowledge about material, suitable methods and technics, and ability of classroom management. According to Shiny in Aulia (2018, p. 112) some kind of methods that can be optional to improve ability of oral communication are group discussion, role playing, communicative task, and storytelling. It means, storytelling can be applied to improve the students' ability in speaking.

Storytelling is one of the method that can be used by the teacher to teach speaking English. According to Madyawati in Pertiwi (2016, p. 201), storytelling is activity that done by someone to other people with or without tools in the form of message, information, or fable than can be listened in happy feeling.

Furthermore, Bachri in Ningsih (2014, p. 246) stated that storytelling is explain activity or event that delivered orally in purpose to share experience or knowledge to another people. Based on the statement above, it can be concluded that storytelling is activity that explaining activity in the form of experience or fable in purpose to give knowledge to people.

Storytelling method is a way to expressing event by words or picture to make the students more active in learning. Storytelling deliver story by using style, intonation, and tools that can make the students interest to learn. As a learning tools, story can encourage te students to be more expressive and help the students to improve the ability to communicate the feeling and though clearly. Furthermore, storytelling will create the students' development in English language especially in speaking ability because storytelling will add new vocabularies for the students, improve the students' English pronunciation, and arrange good sentence.

There are two kinds of storytelling. According to Dhien in Tabelessy (2021, p. 40) storytelling is divided into two kinds, they are:

1. Storytelling without visual aid

Storytelling without visual aid is activity of telling story by the teacher without using media or tools that showed for the students. Storytelling without visual aid means the storyteller will use facial expression, bady language, and vocal in order to create the students' imagination.

2. Storytelling using visual aids

Storytelling using visual aid is activity of telling story by using tools or media to make the chronology of the story mpre clearly. The function of the visual aids

is to create fantasy and make the storytelling activity more enjoyable for the students. Storytelling using visual aids also make the students easy to understand the whole story.

From the explanation above, it can be concluded that there are two kinds of storytelling that can be chosen by the teacher they are storytelling with visual aids and storytelling without visual aids. The research choose storytelling without visual aids that will be applied toward the students.

There are some kinds of visual aids that can be used by the teacher, they are direct visual aids and indirect visual aids. Direct visual aids, means the storyteller use real object (ex: rabbit, plate, flower, etc). In order that the students can understand the story or characteristic by seeing directly the object. Meanwhile, indirect visual aids is the storyteller use imitation object or not real object. The form of indirect visual aids are like imitation of flower or animals, picture, or flanel board, or dolls.

Moreover, storytelling based on context is divided into several types. Rosidatun in Ummah (2021, p. 23) explains the types of storytelling as follows:

1. **Fable**, it is tells about animal world.
2. **Legend**, it is tells about tale that related with miracle world
3. **Myth**, it is tells about tale that related with mysticism and gods.
4. **Sage**, it is tells about history from people to people and then being fiction.
5. **Parable**, it is tells about short story that contain of education value.

From the explanation above, it can be concluded that the most types of story that can be used is storytelling are fiction story. In this research, the researcher choose fable as story that will tells to the students.

Therefore, there are 3 steps in implementation of storytelling in teaching learning process. According to Priyanti (2022, p. 30) there are preparation before storytelling, when storytelling happening, and after storytelling.

1. Preparation before storytelling

The first thing that have to do by the teacher is prepare interesting title of the story that appropriate with the learning material and easy to remember by the students. Choose the story based on the students' age. Memorizing plot of the story, training the intonation of voice and body language. Preparing the visual aids and choose the right time.

2. When storytelling happening

When the teacher do storytelling, the teacher must wait until the students are ready to listen the story. The teacher have to use body language, intonation, and expression that related with the story in order the students understand and interest listening the story.

3. After storytelling

After storytelling have been done, the teacher do evaluation of the story. After that, the teacher can make conclusion and moral of the story. Moreover, the teacher can ask for the students to tell the point of the story that have been listened.

From the explanation above, the researcher concluded that in storytelling there are 3 steps that have to be prepared and conducted carefully by the teacher in order to make learning with storytelling method can be effective for the students' speaking ability.

As a method, storytelling have advantages and disadvantages. Ratnasari in Hartati et al. (2021, p. 76) mentions the advantages of storytelling as follows:

- a. Can be applied to large number of the students.
- b. Use time efficiently and effectively.
- c. Classroom management will be simpler and more interesting.
- d. Not spend much cost for the teacher.

Meanwhile, the disadvantages of story telling as follows:

- a. The teacher sometimes still shy when telling the story.
- b. The students sometimes feel boring and not concentrate because the media and story less interested.
- c. The students become passive and dont want to give questions or responses about the story.
- d. The students not stimulated to expressing the ideas.
- e. Not all of the students understand context of the story because the ability to comprehend story from each students are different.

From the explanation above, it can be concluded that there are advantages and disadvantages from storytelling method. Storytelling can be as option for the teacher to teach speaking English.

2.2 Review of Previous Related Researchers

The researcher found 3 similiar research about investigate the influence of storytelling toward the students' speaking ability. The first research conducted by Prabawardani on 2018 with title *Pengaruh Metode Storytelling Berbantuan Komik*

terhadap Keterampilan Berbicara Bahasa Siswa Kelas V. The result of the research is there is significant effect of comic-assisted storytelling method on Indonesian speaking skill. It is proven by the result of t_{value} is greater than t_{table} . Value of t_{value} is 49.514 meanwhile value of t_{table} is 2.042.

Second research was conducted by Rosalina on 2016 entitled *Penerapan Metode Storytelling untuk Meningkatkan Keterampilan Berbicara Siswa Kelas II SDN S4 Bandung*. The result of the research is there is improvement of the students' speaking skill with percentage 26.1%. The researcher concluded that storytelling method can improve the students' speaking skill.

Third research was conducted by Ayi on 2021 entitled *Pengaruh Metode Bercerita terhadap Kemampuan Berbicara pada Anak Usia Dini di TK Babunnajah*. The result of the research showed that there is significant effect of storytelling method on speaking ability of early childhood in Babunnajah Kindergarten. It is proven by the result of t_{value} is greater than t_{table} . Value of t_{value} is 35.29 meanwhile value of t_{table} is 2.09.

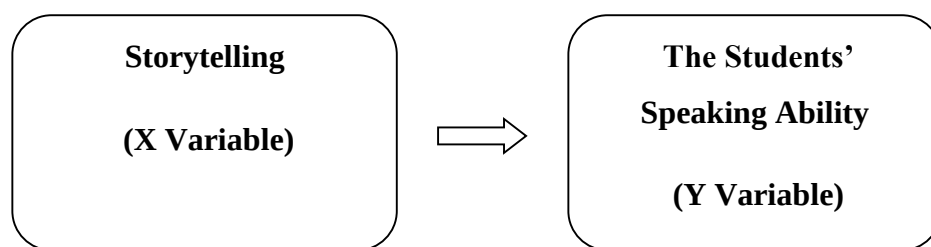
2.3 Frame of Thinking

In language activity there are some ability that should be had by the students. One of ability in English is speaking. Speaking ability of tenth grade students from SMK N 1 Kotabumi still low. It proved by most of the students from tenth grade are not be able to speak English fluently.

Storytelling method give the students experience to improve the students' speaking ability. During this time, teaching and learning speaking are taught by teacher centered method. The students only listen what the teacher explain

without have chance to express the ideas. Not interested method will make the students are not motivated to learn and do interaction in learning activity.

Teaching and learning speaking activity should focus on the improvement of the students' speaking English ability. In order that the students will reach satisfactory learning result. The teacher not only imparting the knowledge, experience, and ability but also make the students to be active in learning process. Furthermore, by storytelling method the students are expected to encourage the students to speak English well and help the students to improve the ability of speaking English. From these explanation, the researcher drawn the scheme of frame of thinking of this research as follows:



**PICTURE 1. THE INFLUENCE OF USING STORYTELLING
TOWARD STUDENTS' SPEAKING ABILITY**

2.4 Hypothesis

Based on the theory explain above, the researcher formulated the hypothesis as follows:

H_0 : There is no significant influence of using storytelling toward students' speaking ability of the tenth graders in SMKN 1 Abung Selatan academic year 2023/2024.

H_a : There is significant influence of using storytelling toward students' speaking ability of the tenth graders in SMKN 1 Abung Selatan academic year 2023/2024