

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate on some theories, which are used in this research to have an understanding of certain concepts. There were many related theories as to the basis of the research.

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Concept of Speaking

##### 2.1.1.1 Definition of Speaking

There are many definitions of speaking that have been proposed by some experts. Speaking is a productive language skill<sup>1</sup>. It means that speaking is a person's skills to produce sounds that exist at the meaning and be understood by other people, so that able to create good communication. Furthermore, speaking is the use of language to communicate with other<sup>2</sup> It means that this activity involves two or more people. The participants are both hearers and speakers having to react to whatever they hear.

According to Bailey, speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information<sup>3</sup>.

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<sup>1</sup> Siahaan, Sanggam. 2008. Issues in Linguistics. Graha Ilmu. Yogyakarta. p.95

<sup>2</sup> Fulcher, Glenn. 2003. Testing Second Language Speaking. p.23

<sup>3</sup> Bailey. Kathleen M. 2000. Practical English Language Teaching: Young Learners. Oxford.

Nawshin states that speaking is a productive skill. There are two important aspects of speaking. They are accuracy and fluency. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Besides, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations, unnatural pauses, false starts, word searches, etc<sup>4</sup>.

Speaking is one of two kinds of productive skills besides writing. Nunan stated that speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning<sup>5</sup>. Moreover, Longman stated that speaking is defined as to be able to talk in a particular language<sup>6</sup>. Similarly, speaking is defined as to be able to use language.<sup>7</sup>

According to Richard and Renandya, the learners study English to develop their language ability in speaking. Speaking is used for various purposes that are to express opinion, to describe something, to complain about something, to persuade someone, or to make polite requests.<sup>8</sup>

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<sup>4</sup> Nawshin, Farhana. 2009. Problems in Teaching Speaking in Traditional ESL Classrooms. P.5-6

<sup>5</sup> David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p.48.

<sup>6</sup> Longman, *Longman Active Study Dictionary* (London: Pearson Education, 1998), p.414.

<sup>7</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary: Fourth Edition* (Oxford: Oxford University Press, 2008), p.426.

<sup>8</sup> Jack C. Richard, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), p.201.

From the definitions above, It can be concluded that speaking is an ability of a person to express their ideas, feelings, or something in their minds to others.

### 2.1.2 The Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. According to Widdowson, speaking as an instance of use, therefore, is a part of reciprocal exchange in which both reception and production play a part which involves both receptive and productive participation. He also added that speaking refer to the realization of language as use in spoken interaction and visual media since it is an activity which makes a good use of gesture, and facial expression.<sup>9</sup>

While Scott Thornburry states that speaking is a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politician may produce even more than that.<sup>10</sup>

Futhermore, Johnson and Morrow say that speaking which is popular with term ‘oral communication’, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.<sup>11</sup>

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<sup>9</sup> Widdowson, Henry. 1978. Teaching language as communication. p. 59

<sup>10</sup> Thornburry, Scott. 2005. How to Teach Speaking. p. 1

<sup>11</sup> Johnson and Morrow. 1981. Communication in the classroom: applications and methods for a communicative approach. p.70

Richards states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.<sup>12</sup>

The speakers say words to the listener not only to express what in his mind but also to Express what he needs whether information service. Most people might spend of their everyday life in communicating with other. Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.<sup>13</sup>

### 2.1.3 Components of speaking

According to Harris, there are some components of teaching spoken language such as comprehension, pronunciation, accuracy, fluency, grammar, and vocabulary.<sup>14</sup>

#### 2.1.3.1 Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and

<sup>12</sup> Arends, Richard. (2008). Learning to Teach. Jogjakarta: Pustaka Pelajar. P. 19

<sup>13</sup> Gillian Brown and George Yule, *Teaching The Spoken Language: Approach Based on the Analysis of conversational English* (Australia: Cambridge University Press, 1989), p.14.

<sup>14</sup> Harris David. 1974. Testing English as a second Language. New York.

must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.<sup>15</sup> Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; besides, its function is to make the listeners easily to catch the information from the speaker.

#### 2.1.3.2 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 grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features.<sup>16</sup> From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role to make the process of communication easy to understand. English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to

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<sup>15</sup> Cohen et al.,2005. Research Methods in Education. British Journal of Educational Studies. P.51

<sup>16</sup> Kurniati Azlina et al.,. Mini thesis: A Study On The Speaking Ability Of The Secomd Year Student Of SMK Telkom Pekanbaru. P.6

learning and practicing the specifically English way of making a speaker's thoughts easy to follow.<sup>17</sup>

Moreover, based on Fraser, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation, and phrasing, and more peripherally even gesture, body language, and eye contact. Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation, and phrasing, and more peripherally even gesture body language, and eye contact.

#### 2.1.3.3 Accuracy and Fluency

Two clearly important goals of speaking are accuracy and fluency. Accuracy is clear, articulate, grammatically, and phonologically correct language. Fluency is flowing and natural language. Accuracy is achieved to some extent by allowing students focus on the elements of phonology, grammar, and discourse in their spoken language, whereas fluency is probably best achieved by allowing the "stream" of speech to "flow".

#### 2.1.3.4 Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with the explanation suggested by Heaton that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness.<sup>18</sup> The

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<sup>17</sup> Gilbert N. 2008. Researching Social Life. P.1

<sup>18</sup> Heaton, J.B. 1978. Books. Buku Using prepositions and particles: workbook one. P.5

utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language.<sup>19</sup> Moreover, the other definition of grammar stated by Greenbaum and Nelson argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.<sup>20</sup>

The grammar of a language is the description of how words can change their forms and can be combined into sentences in that language.<sup>21</sup> Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; besides, it is used to avoid misunderstanding in each communicator.

#### 2.1.3.5 Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this

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<sup>19</sup> Purpura, J.E. 2004. *Assessing grammar*. Cambridge: Cambridge University Press. P.6

<sup>20</sup> Sidney Greenbaum, Gerald Nelson. 2002. *Language Arts & Disciplines*. P.1

<sup>21</sup> Harmer J. 2001. *The practice of english language teaching*. P.12

explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

#### 2.1.4 Kinds of Speaking Activities

There are six broad types of oral communication activities that might be incorporated into curricula in many fields of study. Most are conducive to either formal or informal assignments. Some are realistically possible only in smaller classes or recitation sections, while others are appropriate for large lectures as well. On their own, any of them can help students learn course materials or ways of thinking (speaking to learn). Incorporated more systematically into a broader curriculum or major, they can together help move students to become more proficient in learning to speak. The kinds of speaking activities as follows:

##### 2.1.4.1 One-on-One Speaking (Student-Student or Student-Teacher)

This can range from moments punctuating a lecture, where students are asked to discuss or explain some question or problem with the person next to them, to formal student conferences with their instructor.

##### 2.1.4.2 Small-Group or Team-Based Oral Work

In smaller scale settings for discussion, deliberation, and problem solving. Appropriate for both large lectures and smaller classes and allows levels of participation not possible in larger groups.

##### 2.1.4.3 Full-Class Discussions (Teacher- or Student-Led)

In this activity usually less agonistic, argument-based, and competitive than debate and deliberation but still dialogic in character. Often has the quality of creating



an atmosphere of collective, out-loud thinking about some question, idea, problem, text, event, or artifact. Like deliberation and debate, a good way to encourage active learning.

#### 2.1.4.4 Class Debates and Deliberations

A structured consideration of some issue from two or more points of view. Debates typically involve participants who argue one side throughout, while deliberation allows for movement by individuals within the process. Both feature reason-giving argument can be applied to issues of many kinds, from disputed scientific facts to theories, policy questions, the meaning of a text, or the quality of an artistic production can range from two participants to a lecture hall.

#### 2.1.4.5 Speeches and Presentations

Usually, a speech delivered by an individual from an outline or script. Also includes group presentations or impromptu speaking. A strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward.

#### 2.1.4.6 Oral Examinations

This activity can take place in the instructor's office, in small groups, or before a whole class. Range from one oral question on an otherwise written exam to an oral defense of a written answer or paper to an entirely oral quiz or examination.

Difficulty if it used in large groups, but an excellent way to determine the depth and range of student knowledge and to stimulate high levels of preparation.<sup>22</sup>

#### 2.1.5 Technique of teaching speaking

Technique is implementation of strategies done by the teacher and students in classroom which is suitable with the method that is used. In teaching speaking, teacher should use technique to make the lesson more exciting and can easy to be understood.<sup>23</sup> There are many techniques for teaching speaking. The following are some of the techniques for teaching speaking which can be implemented by the teacher:<sup>24</sup>

##### 2.1.5.1 Role-Playing

One of the methods suggested for developing speaking skill is roleplaying, that is, creating a dramatic situation in a classroom, or a part, simply acting out dialogues, but also in part re-labeling objects and people in the room to prepare for an imaginative role playing

##### 2.1.5.2 Game

A game is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed

<sup>22</sup> Six Types of Oral Communication Activities, 2007, (online) (<http://www.speaking.pitt.edu/about/oral-comm.html> assessed on January 22<sup>th</sup> 2019).

<sup>23</sup> Ullin Nukhaq Kurniawati. "Improving Student's speaking ability by using three step interview" (Unpublished Thesis IAIN Tulungagung, 2016), p. 4

<sup>24</sup> Rusdiningsih Lia. 2012. mini-thesis: A STUDY ON THE TECHNIQUES FOR TEACHING SPEAKING TO THE SECOND YEAR STUDENTS OF SMP N 1 TRANGKIL. Muhammadiyah University Of Surakarta

atmosphere, participate in activities that require them to use what they have been drilled on.

#### 2.1.5.3 Problem-Solving

Materials which focus on problem solving offer further opportunities for the students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them.

#### 2.1.5.4 Discussion

Discussion may be composed of three to five students. If such a group work is used regularly and introduced with a careful explanation of its purpose, the class will soon accept it as a natural activity.

#### 2.1.5.5 Song

Using song in EFL classroom, especially speaking one can be both enjoyable and educational. Song usually provides a peaceful and happy mood for the listeners. Songs can also be used as a useful aid in the learning of vocabulary, pronunciation, structures, and sentence patterns.

#### 2.1.6 Types of speaking test

Test is used to measure the students' speaking ability. Harmer (2005:124) stated that testing both informally and formally, takes place at the beginning and the end of most language courses, as well as at various times during the course itself.<sup>25</sup>

Harmer explained that there are some types of speaking test :

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<sup>25</sup> Ullin Nukhaq Kurniawati. "Improving Student's speaking ability by using three step interview " (Unpublished Thesis IAIN Tulungagung, 2016), p. 5

### 2.1.6.1 Interviews

These are generally simple to set up, particularly if there is a room separated from the classroom where students can be met. Such meetings are not without their issues, however. The somewhat formal nature interviews (regardless of whether the questioner is the student's instructor or an outside analyst) implies that the circumstance is not really helpful for testing increasingly casual, conversational talking styles. As anyone might expect, understudies frequently fail to meet expectations in meeting type conditions. It is likewise hard to wipe out the impacts of the questioner, his or her doubting style, for instance on the interviewee's execution. At long last, if the questioner is additionally the assessor, it might be hard to keep up the stream of the discussion while in the meantime making target decisions about the interviewee's talking capacity. By the by, there are methods for dodging a portion of these issues. An easygoing visit toward the starting can help put competitors at their simplicity.

The utilization of pictures or a pre-chosen subject as a concentration for the meeting can help particularly if applicants are given a couple of minutes to set themselves up ahead of time. If the inquiries are the equivalent for each meeting, the questioner impact is, in any event, the equivalent for all hopefuls. What's more, hosting a third get-together present to co-get to the applicant can help guarantee a level of objectivity.

### 2.1.6.2 Live Monologues

Live Monologues is a speech presented by a single character, most often to express their thoughts aloud, though sometimes also to directly address another character or the audience.<sup>26</sup>

The candidates prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interviews. If other students take the role of the audience, a question and answer stage can be included, which will provide some evidence of the speaker's ability to speak interactively and spontaneously. But giving a talk or presentation is only really a valid test if these are skills that learners are likely to need.

### 2.1.6.3 Recorded Monologues

These are perhaps less stressful than a more public performance and for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favorite sport or past time, for example, in a room adjacent to the classroom, with minimal disruption to the lesson. The advantage of recorded test is that the assessment can be done after the event, and results can be triangulated, that is, other examiners can rate the recording and their ratings can be compared to ensure standardization.

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<sup>26</sup> Wikipedia, The free encyclopedia 2019, (online) <https://en.wikipedia.org/wiki/Monologue>, assessed on January 22<sup>th</sup> 2019).

#### 2.1.6.4 Role-Plays

Most students will be used to doing at least simple role-plays in class, so the same format can be used for testing, the other role can be played either by the tester or another student, but again, the influence of the interlocutor is hard to control. The role-play should not require sophisticated performance skills or a lot of imagination. Situations grounded in everyday reality are best. They might involve using data that has been provided in advance. For example, students could use the information in a travel brochure to make a booking at a travel agency. This kind of test is particularly valid if it closely matches the learners' needs.

#### 2.1.6.5 Collaborative tasks and discussion

These are similar to role-plays except that learners are not required to assume a role but simply to be themselves. For example, two candidates might be set the task of choosing between a selection of job applicants based on their CV. Or the learners simply respond with their own opinions to a set of statements relevant to a theme. Of course, as with role-plays, the performance of one candidate is likely to affect that of the others, but at least the learner's interactive skills can be observed in circumstances that closely approximate real-life language use.

### 2.1.7 Speaking Assessment

The teacher needs to assess the speaking lesson to know how far the students mastered the speaking lesson. To assess the speaking lesson, students should perform their speaking skill in the teaching and learning process.<sup>27</sup>

Table 2.1 Speaking scoring

Classification	Score	Criteria
Fluency	9-10	Directly explain completely
	7-8	Explain completely while thinking
	5-6	Explain but not complete
	3-4	Explain while thinking but not complete
Accuracy	9-10	No mistake
	7-8	One inaccurate
	5-6	Two inaccurate word
	3-4	Three inaccurate word
	1-2	More than three inaccurate
Content	9-10	Message required is dealt with effectively
	7-8	Message required is dealt with effectively but a little unsystematic
	5-6	Message required is adequately conveyed and organized but some loss of detail
	3-4	Message is broadly conveyed but with little

<sup>27</sup> Ullin Nukhaq Kurniawati. "Improving Student's speaking ability by using three step interview " (Unpublished Thesis IAIN Tulungagung, 2016), p. 7

	1-2	subtlety and some loss of detail Inadequate or irrelevant attempts at conveying the message
Pronunciation	9-10	Very good pronunciation
	7-8	Good pronunciation
	5-6	Fair pronunciation
	3-4	Poor pronunciation
	1-2	Very poor pronunciation

(Brown, H. Daughlas. *Language Assessment and Classroom Practice*<sup>28</sup>

### 2.1.8 General Concept of Folktale

#### 2.1.8.1 Definition of Folktales

Folktales are narratives that were passed on orally and therefore they were often adjusted during the re-telling. Only after some time they were written down.<sup>29</sup>

A folktale (also spelled folk tale) is a story or legend forming part of an oral tradition. Folktales are generally passed down from one generation to another and often take on the characteristics of the time and place in which they are told. Folktales speak to universal and timeless themes, and help folks make sense of their existence or cope with the world in which they live.<sup>30</sup>

<sup>28</sup> Daughlas H Brown. *Language Assessment and Classroom Practice*, (San Francisco: State University, 2004), p. 406-407.

<sup>29</sup> Baldick. 2004. *The Modern Movement*. United States. Oxford University Press.

<sup>30</sup> <http://www.americanfolklore.net/sindex.html>



Folktale is a traditional story that people of a particular region or group repeat among themselves<sup>31</sup>

Folktales belong to folk literature, which is in wider sense referred to as folklore. It embraces fables (a story which should teach a moral lesson, where animals are the main characters), fairy tales (a story involving some magic), myths, and others. Thanks to the clearly structured storyline (consisting from beginning, middle, and end) and relatively simple forms of language which are used, they appeal to children. However, the themes and issues talked about in folktales such as generosity, jealousy, and arrogance may address all ages and all humanity, which makes them befitting for language learners of all age groups.

#### 2.1.8.2 Types of Folktale

Folktale has some types, Chi-Fen Emily Chen, Ph.D. explained that there are 5 the most prevalent types or kinds of folktale (note that some folktales have characteristics of two or more folktale categories):<sup>32</sup>

2.1.8.2.1 Animal tales are perhaps the oldest of all folktales. They are part myth, part fable, and part fairy tales. They play significant roles in early stories and legends. Talking animals appear in many European folktales. For example, “The Three Little Pigs” and “Little Red Riding Hood”.

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<sup>31</sup> <https://dictionary.cambridge.org/dictionary/english/folktale>

<sup>32</sup> [http://www2.nkfust.edu.tw/~emchen/CLit/folk\\_lit\\_type\\_folktale.htm](http://www2.nkfust.edu.tw/~emchen/CLit/folk_lit_type_folktale.htm)

2.1.8.2.2 Wonder tales (also known as fairy tales) are the best known of the traditional folktales. They are stories of supernatural wonders typically depicting the conflict between good and evil. Most conclude with the triumph of virtue and a happy marriage. In fairy tales, the supernatural wonder is derived from either a magical person (a fairy godmother, a wicked witch), a magical object (a wondrous beanstalk, a talking mirror, a magic lamp), or an enchantment (a miraculous sleep that lasts until love's first kiss). For example, "Cinderella", "Snow White and the Seven Dwarfs", "Sleeping Beauty" and "Jack and the Beanstalk"

2.1.8.2.3 Cumulative tales are the ones in which successive additions are made to a repetitive plotline. They are generally very simple in plot and brief, for with each addition, the entire sequence is repeated. For example, "The Gingerbread Man" and "Goldilocks and the Three Bears".

2.1.8.2.4 Pourquoi tales ("Pourquoi" means "why" in French) seeks to explain natural phenomena. They provide primitive explanations for the many "why" questions early humans asked. They are found throughout the world and especially popular in African and Native American folklore. There is a strong connection between Pourquoi tales and myths; however, the setting in Pourquoi tales is earthly and deities play no role in Pourquoi tales as they do in myths. For example, "Why the Sun and the Moon Live in the Sky" (from Southern Nigeria), "Where Stories Come From" (from Zulu), and "Why Mosquitoes Buzz in People's Ears" (1976) (see the video at Prairie School Television).

2.1.8.2.5 Noodlehead tales are light-hearted tales about silly people doing silly things. These tales are popular because of their pure nonsense and jocularity, and sometimes we enjoy the triumph of the good-hearted simpleton over the craftier evil characters of the story. For example, “Hans in Luck” by the Grimm brothers and “The Three Wishes” by Joseph Jacobs.

## 2.1.9 General Concept of Instruction Strategy

### 2.1.9.1 Definition of Instruction Strategy

Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals.<sup>33</sup>

Instructional strategy is a concept, guideline, approach, or mainline to conduct instruction, measure, and evaluation. Instructional strategy is one of crucial components to conduct instruction for accomplishing the instructional goals. To develop a better instructional strategy, the following instructional components need to be analyzed: learners, learning objectives, contents, learning context, overall context, condition, and lecturers' skills in selecting the learning principles, techniques to accomplish the learning objectives they needed. Designing instructional strategies focus on both lecturers' teaching skills and learners' learning styles.<sup>34</sup>

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<sup>33</sup> Four Worlds Development Project. 1988. The Sacred Tree Curriculum Guide. Lethbridge. AB: Four World Development Project

<sup>34</sup> The Royal Institute. (2012). Dictionary of Education. Bangkok, Thailand: The royal institute.

Strategy instruction refers to the “tools and techniques we use to help ourselves understand and learn new material or skills, integrate this new information with what we already know in a way that makes sense, and recall the information or skill later, even in a different situation or place. The alternative to strategy instruction would be direct instruction, which focuses on content knowledge acquisition.

Strategy instruction is when the teacher provides clear cognitive strategies to help students process a problem or assignment and then create their response or solution. These strategies include planning before writing, realizing when we do not understand what we are reading, remember what you have already learned on the topic of study, how to take notes, or creating sequence chains for main events in a story. “Research has shown that using knowledge about learning strategies, including which strategies to use in different situations, can help make students more effective, purposeful, and independent learners.<sup>35</sup>

Since the inception of formal, classroom-based instruction, a fundamental aspect of teaching has been the way teachers arrange the classroom environment so students can interact and learn. The instructional strategies teachers use help shape learning environments and represent professional conceptions of learning and the learner. Some strategies consider students empty vessels to be filled under the firm direction of the teacher; other strategies regard them as active participants learning

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<sup>35</sup> <http://sped.wikidot.com/benefits-of-strategy-instruction-for-students-with-learning>

through inquiry and problem solving—still others tell children they are social organisms learning through dialogue and interaction with others.

#### 2.1.9.2 Kinds Of Instruction Strategy

Instructional strategies that are especially effective in the health education program include:<sup>36</sup>

2.1.9.2.1 Cooperative Learning

2.1.9.2.2 Group Discussion

2.1.9.2.3 Independent Study

2.1.9.2.4. Portfolio Development

2.1.9.2.5 Journals and Learning Logs

2.1.9.2.6 Role-Playing

2.1.9.2.7 Cognitive Organizers

2.1.9.2.8 Literature Response

2.1.9.2.9 Service Learning

2.1.9.2.10 Issue-Based Inquiry

#### 2.1.9.3 The Benefits Of Instruction Strategy

Cooperative learning activities play an important role in increasing students' respect for and understanding of each other's abilities, interests, and needs. These activities encourage students to take responsibility for their learning.

#### 2.1.9.3.1 Instructional strategies can:<sup>37</sup>

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<sup>36</sup> Four Worlds Development Project. 1988. The Sacred Tree Curriculum Guide. Lethbridge. AB: Four World Development Project

2.1.9.3.1.1 Motivate students and help them focus attention

2.1.9.3.1.2 Organize information for understanding and remembering

2.1.9.3.1.3 Monitor and assess learning.

2.1.9.3.2 According to Swanson's research, the study found that of all these instructional strategies, the most effective were:<sup>38</sup>

2.1.9.3.2.1 Control of task difficulty (e.g., teacher provides steps to competing work)

2.1.9.3.2.2 Small-group instruction of five or fewer students

2.1.9.3.2.3 Use of structured questioning and direct response

2.1.9.4 Procedure Of Instruction Strategy

Consider the following suggestions for successful cooperative learning in the health education classroom.

2.1.9.4.1 Keep groups small—two to five members is best (the larger the group, the more skillful group members must be).

2.1.9.4.2 Create diverse groups; this allows everyone to learn from each other's differences.

2.1.9.4.3 Structure groups in such a way that success depends on each group member being responsible for some part of the task.

2.1.9.4.4 Initially, group students and assign roles within each group.

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<sup>37</sup> Four Worlds Development Project. 1988. The Sacred Tree Curriculum Guide. Lethbridge. AB: Four World Development Project

<sup>38</sup> <http://sped.wikidot.com/benefits-of-strategy-instruction-for-students-with-learning>

2.1.9.4.5 Teach basic routines for classroom management, including forming groups quickly and quietly, maintaining appropriate noise levels, inviting others to join the group, treating all students with respect, and helping or encouraging peers.

2.1.9.4.6 Monitor behavioral expectations by scanning groups, using proximity and friendly reminders, sitting and watching a group for a while, revisiting expectations, and when necessary, reteaching expectations.

2.1.9.4.7 Ensure individual students are aware of their roles and responsibilities within the group. Post a list of roles or give students cards describing specific roles.

2.1.9.4.8 Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help when needed, reaching consensus, and completing a task within the allotted time. Students need opportunities to practice these skills and receive feedback and reinforcement.

2.1.9.4.9 Allow students time to evaluate the cooperative learning process, both individually and as a group.

## **2.2 Previous Research Findings**

Many researchers have reported to exposing the identification of the student's speaking ability to make the teaching and learning process more effective, especially in the teaching of speaking. Some of the researcher findings are cited concisely below.

Ida Bagus Nyoman Mantra on her result research (Enhancing the EFL learners' speaking skill through folktales based instruction) where the subject of the present study consisted of 30 EFL adult learners. The research result showed that the learners'

speaking skills improved significantly in the second cycle compared to the first cycle. Pre Test mean score is 45.22, Post Test One mean score is 78.26, and Post Test Two mean score is 85.22, Referring to the data, the mean score of post-test one and post-test two were much higher than the mean score of the pre test.. The questionnaire result also showed that the learners strongly enjoyed learning speaking through the integration of folktales based instruction. Therefore it is recommended that teachers should consider utilizing folktales based instruction in teaching speaking skill.<sup>39</sup>

Ira Pratiwi on her result research (Improving The Speaking Skill Throughcommunicative Activities Of The Eighth Grade Students Of MTS N 1 Mlati In The Academic Year Of 2012/2013), the result of the implementation of different communicative activities (i.e. discussion and storytelling) and other accompanying actions (i.e. using audiovisual media, asking the students to perform in front of the class, giving feedback) were successful in improving the speaking skill of the second grade students of MTS N 1 Mlati.<sup>40</sup>

Zahrina Ulfa on her result Research (Improving Students' Speaking Skills Through Cooperative Learning With Time Token Arends Type At The First Grade Of Mas Amaliyah Sunggal In Academic Year 2017-2018), The result of this research showed that there was improvement on students' speaking skills. The mean of pretest was 58.3. The mean of post-test 1 was 68.65. The mean of post-test 2 was 76.1. It

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<sup>39</sup> Ida Bagus Nyoman Mantra. "Enhancing the EFL learners' speaking skill through folktales based instruction" (Unpublished Thesis Mahasaraswati University, Denpasar, Bali, 2018)

<sup>40</sup> Ira Pratiwi, "Improving The Speaking Skill Throughcommunicative Activities Of The Eighth Grade Students Of Mts N 1 Mlati In The Academic Year Of 2012/2013" (Unpublished Thesis Universitas Negeri Yogyakarta, 2013), p. XIII.



indicated that the scores and the mean in second cycle were better than the first cycle. In other words, the students' skills in speaking improved and became well in the first meeting to the next meeting.<sup>41</sup>

Syahril Bin Sahabu on his result research (Using Peer Relationships Motivation to Improve Speaking Skill of the Second Year Students of MAN 2 Parepare), the result of this research showed that there is significant difference between the students speaking ability before and after using the research treatment which applied the role of peers to motivate the students to improve students' speaking skill in speaking practice by seen the difference in pre-test and post-test result. It means that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. So, the researcher concluded that the using of peer relationship motivation able to improve speaking skill of the second year students' of MAN 2 Parepare.<sup>42</sup>

Yanni on her result research (Analyzing the students' Anxiety in Speaking English at Eleventh Grade the Students' of SMKN 9 Pinrang) showed that there were some factors of anxiety in the classroom, which make them anxious in speaking they were shy, nervous, low self-confidence, afraid to make mistakes, afraid if the teacher corrects them, afraid if their friend laugh, low comprehension, lack vocabulary, stage fright, forgetting what is being said, almost all the muscles tense. So disturb them when they speak in English. The result from the score questionnaire the data showed

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<sup>41</sup> Zahrina Ulfa, "Improving Students' Speaking Skills Through Cooperative Learning With Time Token Arends Type At The First Grade Of Mas Amaliyah Sunggal In Academic Year 2017-2018" (Unpublished Skripsi Universitas Islam Negeri Sumatera Utara, 2018), p. I.

<sup>42</sup> SYAHRIL BIN SAHABU "Using Peer Relationship Motivation To Improve Speaking Skill OF The Second Year Students Of MAN 2 Parepare" (Unpublished Skripsi Sekolah Tinggi Agama Islam Negeri Parepare, 2017) p.X

that the students in speaking was (56.55) it means that the level of anxiety students' in speaking was high.<sup>43</sup>

Asmiani on her result research (The Correlation Between The Students' Self-Confidence and Their Speaking Ability at Second Year Students of SMP Negeri 7 Salimbongan Kabupaten Pinrang) showed that based on the correlation of the result of the self-confidence and speaking ability, person product moment value 0,43, and it is consulted to the table of person product moment with N=25. It is found 0,396 in level significant 5%. This means that the person product moment value is greater than r-product moment table and it is consulted to the degree of correlation product moment the coefficient 0,43-0,75=substantial. The outcome correlation of correlation between the students' self-confidence and their speaking ability has substantial correlation.<sup>44</sup>

Based on researcher findings above, showed that by using Strategy in teaching English in the classroom can influence and improve students speaking skill. The researcher also concludes that studies above just effective in the general learning process. So the researcher assumes that by using Folktale Based Instruction Strategy also can improve the speaking skill of the students in the classroom and able used in teaching English.

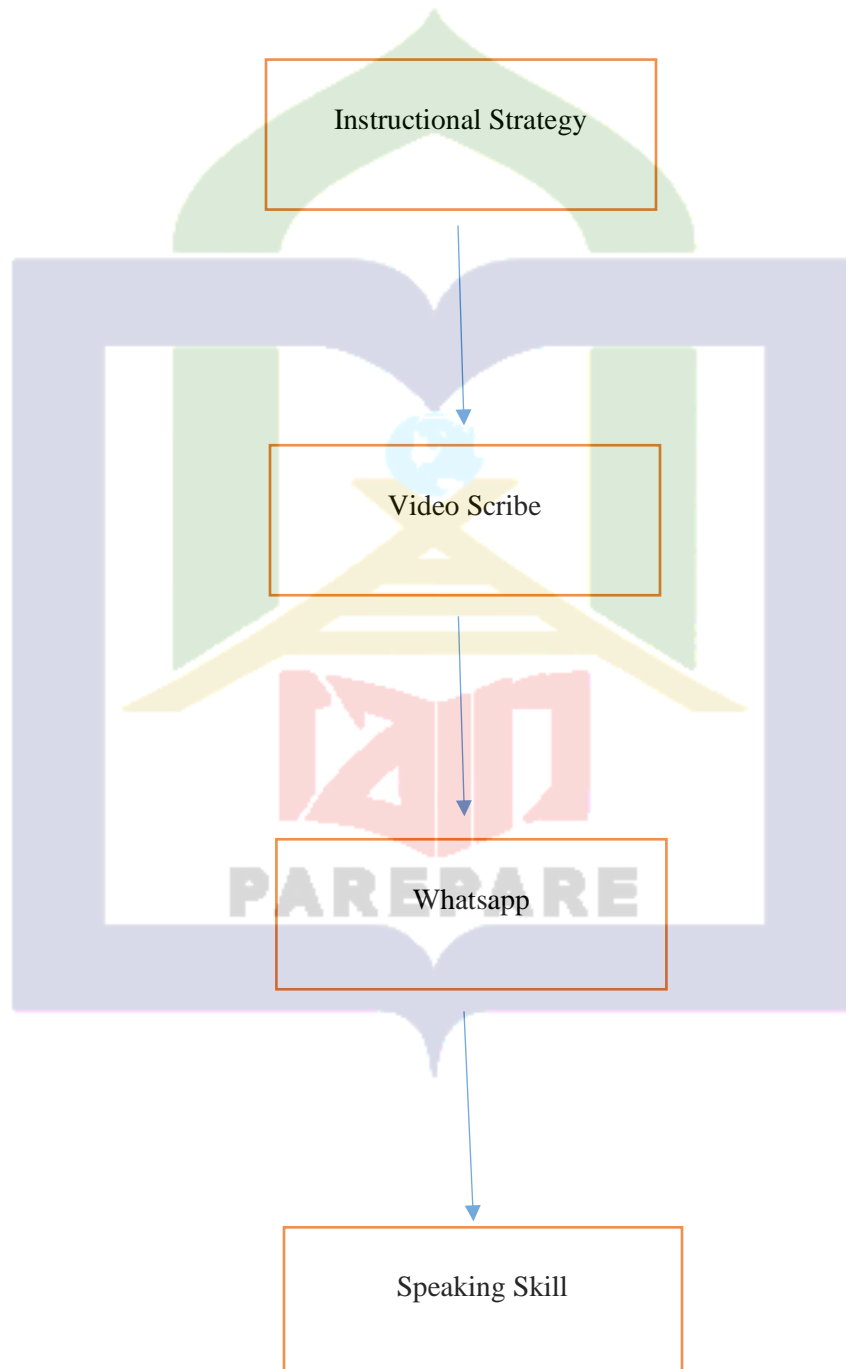
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<sup>43</sup> YANNI "Analyzing the students' anxiety in speaking English At Eleventh Grade The Students Of SMKN 9 Pinrang" (Unpublished Skripsi Sekolah Tinggi Agama Islam Negeri Parepare, 2016) p. IX

<sup>44</sup> ASMIANI "The Correlation Between the Students' Self-Confidence and Their Speaking Ability at Second Year Students of SMP Negeri 7 Salimbongan Kabupaten Pinrang" (Unpublished Skripsi Sekolah Tinggi Agama Islam Negeri Parepare, 2015) p.viii

### 2.3 Conceptual Framework

The conceptual framework underlying in this research was given in the following diagram.



There are three components are explained in the following:

## 2.4 Hypothesis

2.4.1 There is a progress of speaking of students after post test

2.4.2 There is no progress of speaking of students after post test

## 2.5 Operational Definition of Variable

### 2.5.1 Research Variable

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can affect or change the results of a study. Every study has variables as these are needed to understand differences.<sup>45</sup> This study has two variables; they are independent variable and dependent variable. These variables involved in this research are going to discuss below:

#### 2.5.1.1 Independent variable is Folktales based instruction strategy

Independent variable (X) is a variable which influences or causes an effect to the dependent variable. Independent variable of the research is teaching by using Folktales based instruction strategy which consists of six meetings where the first and second meeting is giving material about folktales based instruction strategy and then the third until the sixth meeting is practices of folktales based instruction strategy

#### 2.5.1.2 the dependent variable is Students' speaking skill of Students of SMP

Muhammadiyah Parepare

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<sup>45</sup> Christopher L. Heffner, Defining Variable  
 "allpsych.com/researchmethods/definingvariables/" (accessed on 22<sup>th</sup>, January 2019).

The dependent variable is a variable that is influenced by the independent variable.

The dependent variable of this research is the improvement of the speaking skill of Students of SMP Muhammadiyah Parepare.

## 2.5.2 Operational definition

2.5.2.1 Speaking skill is Speaking is a skill which is chosen as an object to be improved in this research. Carter and Nunan stated that speaking in a second language involves the development of a particular type of communication skill. In this research, there are four aspects of speaking namely; fluency, accuracy, content, pronunciation.

2.5.2.2 Folktales in general are part of folk literature, which is more widely referred to as folklore. Simply put, a folktale is a traditional story that has been passed on by words of mouth before writing systems were developed

2.5.2.3 Instruction Strategy is a process or manner by which an instruction module, instruction phase, or an entire course is delivered, and which may include a conference, demonstration, discussion, lecture, etc. Also called the technique of delivery.<sup>46</sup>

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<sup>46</sup> <http://www.businessdictionary.com/definition/instructional-strategy.html>