# CHAPTER II
# THEORETICAL FRAMEWORK

**A.    Speaking**

1. The Definition of Speaking

According to Andrew Thomas Weaver, "speaking is an aspect of human behavior, and it is learned behavior in the same sense as handwriting, spelling, or table manners are learned behavior-even though skills in speaking may be some more complex".[1]

It means speaking that "human behavior is pronounced with oral and good manners.

As behavior, speaking can be learned by some teaching - learning methodologies. While another expert, Byrne says "speaking is a two way process. Speaking ability is indeed an important aspect in learning a certain language".[2]

It means speaking that "learn speaking is very important to The work that a language"

2. Basic type of speaking

Speaking is a communication skills that enable a person to verbalize thoughts and ideas, writer established the importance of communication can only by considered effective if both of basic type of speaking aspect are achieved successfully.

According to H. Douglas Brown there are five basic types of speaking are : (1) Imitative is performs the ability to imititate a word,

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[1] Andrew Thomas Weaver,et al., *The Teaching of Speech*, (USA : Prentice Hall, inc., 1959),Third Printing,  3

[2] Byrne, Don, *Teaching Oral English,* (London: Longman, 1992), 20

pharse, and sentence, (2) Intensive is performs the ability to produce short stretches of oral language. (3) Responsive is included the ability to perform short conversation, small talk and simple request comment. (4) Interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple participant. (5) extensive is oral production task including speeches, oral presentation and storytelling.[3]

Based on the statement above Its mean basic type of speaking is "there are five basic type of speaking: (1) imitative; to show ability to imitate words and phrase. (2) intensive; show the ability to result short of oral language (3) responsive; the ability using short conversation (4) interactive speaking; interactive with other speaker (5) extensive; drilling the oral such storry telling, presentation, speeches.

3. The Component of Speaking

Students must practice to speak english as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English well the writer have to know some important component. The component is what aspect influencing how well people speak English.

According to H. Douglas brown several speaking components scoring representing are: (1) Pronunciation is the act manner of pronouncing syllables, word, and phrases with regard to the production of sound and the placing of stress, and intonation.(2) Grammar is a system of rule governing the conventional arrangement and relationship of word in a setence. (3) Vocabulary is defined as the "word" in foreign language word is perceived as the building blocks

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[3]H. Douglas Brown, *Language Assessment Principles And Classroom Practices* United States of America: San Fransisco University, 2003. P. 151

upon which knowledge of a second language can be built. (4) Fluency is smooth flow of speech with the use of rhetorical devices to mark discourse patterns. (5) Comprehension is defines as the subject or as the knowledge of what a situation is really like.[4]

Based on the statement above that pronunciation is the study of techniques or procedures for the pronunciation of the English language vocabulary so as to produce the intonation and stress that refers to the components of speaking skill. Beside it the students needed a grammatical to correct the sentence in conversation or the text, grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. Except pronounciation, grammar there also vocabulary means to know the meanings from words to using communication, without vocabulary no one can not to communicate efectively to express their idea and what their mean. Having limited vocabulary is also a barrier that precludes learners from learning a language of student and fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. And the last component is comprehension is understanding of material what the teacher given to produce good knowledge. Writer used all the components of speaking skill to improve students speaking practice in daily activities.

4. Classroom speaking activities

for getting a good students speaking ability, teachers are allowed to implement some activities in the classroom. It is addressed

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[4]Brown, *Op., cit.,* p. 157

to make students more interested and they will not be boored during the class. By having a fun activity and being enjoyable, students are assumed to talk a great deal in class and they can express it freely.

According to Jeremy Harmer, there are some activities to promote speaking skill it the classroom: (1) simulation and role-play, simulation and role-play are example of a set events that teacher is used to teach students how to perform something in a squence. (2) communication games, that games are to provoke communication, so that the student has to talk to a partner in order to solve a puzzle, draw a picture. (3) prepared talk, a popular kind of activity is the prepared talk where a student makes a presentation on a topic of their own choice. (4) Discussion, discussion happens when one person face the another person to talk each about his feeling, opinion or idea.[5]

Based on statement  above, that the simulation and role-play is the way for student to be interest and fun while learning process and can be able to stimulus the thinking, one of the media of teaching is games example puzzle and draw picture or make some presentation with the good topic and presenting in front of the audience, and discussion for increasing the way of thinking by material with the feeling, opinion, and ideas, from the explanation, there are so many activities that can promote speaking and it help the teacher to present the material easily. However, the level of its success depends on the teacher's way in managing the classrooms' activities. He or she should be able to

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[5]Jeremy Harmer, *The Practice Of English Language Teaching Third Edition,* (Longman: Person Limited, 2001) 271

organize the activity well, make the students feel secure and enjoy the activities.

## B. Short Story

1. Definition of Short Story

A short story is a piece of porse fiction, which can be read in a single sitting. Emerging from earlier oral storytelling traditions in the 17 th century, the short story has grown to encompass a body of work so diverse as to defy easy characterization. At its most prototypical the short story features a small cast of name characters, and focuses on a self-contained incident with the intent of evoking a "single effect" or mood. In doing so, short stories make us of plot, resonance and other dynamic components to a far degree than is typical of an anecdote, yet to a far lesser degree than a novel, authors of both generally draw from a common pool of literary techniques.

Short story have not set length. In terms of word count there is no official demarcation between an anecdote, a short story, and a novel. Rather, the form's parameters are given by the rhetorical and practical context in which a given story is produced and considered, so that what constitutes a short story may differ between genres, countries, eras, and comentators.[6]

The short story has been considered both an apprenticeship from preceding more lengthy works, and a crafted form in its own right, collected together in books of simillar length, price, and distribution as novels. Short story writers may define their works as

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[6]Cuddon, J. A, *The Penguin Dictionary of Literary Terms and Literary Theory (3rd ed).* (London: penguin, 1999),864

part of the artistic and personal expression of the form. They may also attempt to resist categorization by genre and fixed formation

2. The Benefit of Short Story

Researchers who advocate the use of short stories to teach ESL/EFL list several benefits of short stories. These include motivational, literary, cultural and higher-order thinking benefits. Nevertheless, before instructors look at these benefits in more details, they need to be reminded of one benefit that all instructors should take advantage of reinforcement of skills.[7]

The statement above has advocate to several to use short story to teach ESL/EFL. Because benefits include; motivation, literatur, culture etc.

The short story is a prose narrative fictional. Characteristics of this story is more likely it is denser and more straight to the goal (the final result story) compared with the works of fictions longer as novel in the modern sense. Because it is very short, the short stories of successful right to rely on literary techniques such as character, plot, theme, and language. Many rich language, to always read the short stories will sometimes contribute to its readers, where the readers will mimic the pattern of nature of the characteristics of the characters in the content of the short story. By reading short stories will motivate students to learn English in the form of text, in addition students will have a lot of vocabulary and will often or easily learn pronounciation.

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[7]Odilea Rocha Erkaya, *Benefits of Using Short Stories in The EFL Context,* (Eskisehir Osmangazi University Turkey 2005), 2

3. Characteristics of Short Story

As a concentrated form of narrative prose fiction, the short story has been theorised through the traditional elements of dramatic structure: **exposition** (the introduction of setting, situation and main characters), **complication** (the event that introduces the conflict), rising action, **crisis** (the decisive moment for the protagonist and his commitment to a course of action), **climax** (the point of highest interest in terms of the conflict and the point with the most action) and **resolution** (the point when the conflict is resolved). Because of their length, short stories may or may not follow this pattern. For example, modern short stories only occasionally have an exposition, more typically beginning in the middle of the action *(in medias res)*.

As with longer stories, plots of short stories also have a climax, crisis, or turning point. However, the endings of many short stories are abrupt and open and may or may not have a moral or practical lesson. As with any art form, the exact characteristics of a short story will vary by creator. Short stories tend to be less complex than novels. Usually a short story focuses on one incident; has a single plot, a single setting, and a small number of characters; and covers a short period of time. The modern short story form emerged from oral story-telling traditions, the brief moralistics narratives of parables and fables, and the prose anecdote, all of these being forms of a swiftly sketched situation that quickly comes to its points. With the rise of the realistic novel, the short story evolved in a parallel tradition, with some of its fisrt distinctive examples in the tales of E. T. A Hoffmann.

The character of the form developed particularly with authors known for their short fiction, either by choice (they wrote

nothing else) or by critical regard, which acknowledge the focus and craft required in the short form. An example is Jorge Luis Borges, who won American fame with "The Garden of Forking paths", published in the August 1948 *Ellery Queen's Mystery Magazine*. Another example is O. Henry (author of "Gift of the magi"), for whom the O. Henry Award is named. Other of his most popular, inventive and most often reprinted stories (among over 600) include: *Amunicipal Report, An Unfinished Story, A Blackjack Barginer, A Lickpenny Lover, Mammon and the Archer, Two Thanksgiving Day Gentlemen, The Last Leaf.* American examples include: Jack London, Amborse Bierce, F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, Flannery O'Connor, John Cheever, and Raymond Carver. Science fiction short story with a special poetic touch was a genre developed with great popular success by Ray Bradbury. The genre of the short story was often neglected until the second half of 19th century. The evolution of printing technologies and periodegical editions were among the factors contributing to the increasing importance of short story publications. Among others, pioneering role in founding the rules of the genre in the Western canon have: Rudyad Kipling (United Kingdom), Anton Chekhov (       Russia), Guy de Maupassant (France), Manuel Guiererez Najera (Mexico) and Ruben Dario (Nicaragua). An important theoretical example for storytelling analysis is provided by Walter Benjamin in his illuminated essay *The Storyteller* where he argues about the decline of storytelling art and the incommunicability of experiences in the modern world. Oscar Wilde's essay *The Decay of Lying* and Hnery James's *The Art of Fiction* are also partly related with this subject.

## 1) Characteristic of short story

a. A short story should create a single impression.

b. It should be highly economical with every word, all characters, dialogue and description designed to develop single predesigned effect.

c. Most short stories revolve around a single incident, character or period of time

d. Should be capable of being read at one sitting.

e. Opening sentence should initiate the predetermined or predesigned effect.

f. once climax reached, the story should end with minimal resolution.

g. Character should only be developed to the extent required by the story.

## 2) Organizing pattern of short story

a. Take a *plot* and fit characters to it

Plot is a path of story in literature creation. In make a plot, the writer must take attention the character in a story. Usually, more better the character in a plot, so more bigger the conflict appear.

In a frontier, plot in a story can be describe with: introducing the character, rising the conflict or se of problems, climax, rising action and resolution.

b. Take a *character* and choose incidents to develop it.

Character is can be related with the object of story. Every character has the different character, from the character,

attitude, characteristics and physical condition. Characterization is the name of character in short story.

In story, we can categorize the character with 3 (three) genres: protagonist character (the prominent character of character as the actor become the good person), antagonist character (the viral of the prominent character or character as the actor become the bad character) and the last supernumerary (the character to support the story or the character to accompanying the protagonist character.

c. Take an *Atmosphere* and get actions and characters to develop it

d. Take a *theme* and use characters and action to develop this. Theme is principal concept or the main idea of the story. Story has no the theme, certainly has no benefit for the reader.

As the principal of problem, theme is a neutral condition. In theme, can be no see in lean of the writer to take side. Because of the what the problem can be theme in story of literature creation.

In work on the theme of story, will immediately appear who the writer, his wide the knowledge, the personality, or background the area or his education.[8]

**3) Generic structure of short story**

a. Orientation

a) Presents who, when, where what and why;

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[8]Zulkarnaen, et.al., *Buku Praktis Bahasa Indonesia* (Jakarta: departemen pendidikan Nasional, 2008),168-169

b) Introduces complication or problem which triggers the action.c) Focuses readers attention, engages them with story/character/conflict/mood

b. Middle or rising action

presents a series of crisis points consisting of actions and reactions.

c. Resolution

Resolves the complication with the climax

4. POTENTIAL AIMS OF SHORT STORY

1. Entertain

a) Suspense/conflict/mystery

b) Emotional Impact

c) Character in action

2. Provide insight

a) Into characters motivation/fears/beliefs

b) Into the world/life/truth/justic/reality

3. Aesthetic is gave the beautification to the reader

4. Morality is the function to support the moral value, until the reader known the good moral and no good moral for his self

5. Religious is the contained religious teaching that can be model to the reader.

**C. Audio Material Record**

1. Definition of Audio Record

The audio records is an electrical, mechanical, electronic, or digital inscription and re-creation of sound waves, such as spoken voice, singing, instrumental music, or sound effects. The audio record

class manages the audio resources for java aplications to record audio from the audio input hardware of the platform.

a) The value of records in instruction

It would seem that records should overcome many of the limitations of 'live' radio brodcasts. As with radio, records may bring into the classroom the voices of well-known people, music by virtuoso performers and discussion by experts. The resources of the record company, as those radio, generally ensure high standards of subject-matter expertise, background research presentation. Unlike radio however, the record may be played over and over to successive groups at any conveninet time.[9]

Its mean records can bring to the class as media to teach for interest the students. Instructors also sometime needs the record or audio to increas students skill.

2. Using audio record and video in teaching

Providing rich interactive multimedia is a key feature of cloud learning. It enables students to acces resources that support learning wherever they are; without the need to attend a specific location at a defined time. The use of audio and video also makes it possible to present knowledge in different ways and and enables different forms of interaction with learners. Utilising audio and video to support learning is now more acessible than ever, especially for learners' off campus, with 9 out of 10 staff and students they have high speed and reliable internet acces at home.

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[9] A Jromiszowski *The Selection and Use of Instructional Media* (Kogan Page, London/Nichols Publishing, New York 1988). 164

Audio and video material can be used to enhance learning resources by showing real life scenarios, explaining concepts, observing social groups, and acting as triggers for discussion.

## 3. Benefits of Using Audio and Video in Teaching

Having audio and video available to your students can support their learning in the following ways. It:

a) Provides diverse teaching techniques learning
b) Gives the teacher a voice-this can reduce the feeling of isolation for cloud based students, but also help located students feel connected
c) Can be used to simplify and explain complex problems
d) Can allow students to access the learning the learning materials as often as required
e) Allows students to learn at their own pace, with instant playback, rewind and pause
f) Reduces frequently asked questions from students
g) Can be re-used

## 4. Audio Record as a Learning Tool

Fom the audiocassettes of the 1970s to digitally recorded music on an invisible cloud, audio has come a long way as a teaching and learning aid and is an extremely valuable method for capturing and presenting information. Audio provides a quick, cost-effective alternative to text for connecting with your students and providing up-to-date content, interviews, discussion or lecture materials. That the audio has a demonstrated capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world as both listeners and publishers. Audio can easily be created with many

desktop tools and small digital recording devices such as smartphones. Table 1 shows some ways in wich you can use audio to support learning.

By using audio materials in your courses, you are able to make your content more accessible to a wider range of students, be creative with your assessment tasks and address graduate learning outcome requirements.

Based on the statement above using audio material in our courses/teach we are able to increase students' skill and become creative.