CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this study is to support the researcher opinion as a basic of analysis to answer the research problem which were presented in chapter one. The researcher will discuss about the effect of folktales storytelling to improve the students’ pronunciation in speaking skill.

A. Nature of Folktales

Folk tale is a tale or a legend originating and traditional among people, esp. one forming part of an oral tradition, also called folk story\(^1\). Different kinds of folktales include fairy tales (or fairytales), tall tales, trickster tales, myths, and legends\(^2\), such as Sangkuriang, Malin Kundang, Timun Mas, Crying Stone, etc.

Indonesia is the country that rich of the cultures. Indonesia also has many regions and each region has some folktales. We all had favorite folktales we learned when we were growing up. Folktales and fairy tales began as oral stories that were told to help people explain the world around them. Some are fantastic with ogres and sprites, while others are more realistic. They can be written in rhyme or with repetitions and as narratives.\(^3\)

\(^3\)LEARN NC, a program of the University of North Carolina, Folktales and Fairy Tales, (http://www.learnnc.org/lp/pages/4081, accessed on April 26, 2012)
The existences of folktales enable to be one of the solutions of information sources to English education in Indonesia. Folktales might be useful for teacher as a material in teaching learning process, because students might be interested in learning English if used materials in their environment. Harmer states that “One of the greatest enemies of successful teaching is student boredom”. So, in this research, the researcher wants to use folktale as a material in teaching learning process that might be useful for teacher to minimize students’ boredom, because we have many folktales, and the teacher can chooses some of folktales and makes student become challenged to study it.

B. Nature of Speaking

Speaking is the ability to produce an opinion or words orally. It is the activity that is very needed for teacher to teach students how the way to try to communicate with the other people. Because speaking is one of the basic skills in learning English that must be mastered by students, so they must to practice it especially in learning process in the class.

The goal of teaching speaking skill is communicative eficiency. Learners should be able to make them selves understood. They should try to avoid confusion in the message due to faulty pronounciation, grammar, or vocabulary,

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and to observe the social and culture rules that apply in each communication situation.\(^5\)

According to Bailey that “Speaking consists of producing systematic verbal, utterance to convey meaning. It able to be alternative process of construction meaning that involved the producing and receiving processing information”.\(^6\) By teaching speaking, students are taught to producing words or sentences that convey meaning and information.

Nunan wrote, “Success is measured in term of the ability to carry out a conversation in the (target) language”. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.\(^7\) In this study, the researcher want to uses folktales to motivate students and makes them interested in English speaking learning. Because many of the students usually feel difficult in speaking such as lack of confidence and shyness to communicate in English. By using folktales that they

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know before, it is expected to help students to increase their motivation and their confidence to speak English.

The word ‘communication’ is used to talk about how people share information (including their thoughts and feelings). Often when people think about communication, they think about talking and listening. However, people also send information by:

1. The tone of their voice
2. The look on their face (facial expression)
3. The way they use their hands (gestures).
4. The way they move and hold their body (body language).\(^8\)

In this research, the researcher uses foktales as media in the learning process and students can uses their tone, facial expression, gestures and body language too. So, it will makes students more active and enjoy to speak English.

There are three kinds of speaking situations: interactive, partially interactive, and non-interactive. Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker

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\(^8\)Indah Merdekawati, Unpublished S-1Thesis: “Teacher’s strategy in teaching english speaking at the second grade of SMPN 2 Pare-Kediri” (Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2011), 30.
nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast. Because in this researcher the researcher uses folktales to practice speaking, so it included in partially interactive speaking situation.

While teaching speaking, we can use drills to improve students' accuracy and fluency at the same time. There are three basic drills that I'd like to write about:

1. Mechanical Drills

As the name suggests, these drills are performed mechanically and they depend on repetition. This is recommended in lower-leveled students and usually at the beginning of the lesson. There are three types of these drills; simple repetition drills (no creativity involved), substitution drill (substituting one or more items), transformation exercise (changing the structure).

2. Meaningful Drills

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The exercises which are done meaningfully to teach the structure and rules of the language are called meaningful drills. The difference is that students are supposed to do these exercises by thinking and producing. **Question-answer**, **making the interpretation** of something could be given as examples.

3. Communicative Drills

These are generally meaningful drills but they are performed after the structure and/or the rules are learnt. Some activities are **dialogues, role-play, improvisation, story telling, discussion, games** etc.

In this case, the researcher teaches speaking skill using Communicative Drills and the activity is story telling. The researcher uses folktales as media for students to retelling story.

According to Jones who defines speaking as “Speaking is a form of communication, so it is important that what you say conveyed in the most effective way”. In this research, folktales are used in speaking class to retelling story, the researcher wants to find out that it gives good effect or can develop students speaking skill or not.

**C. Advanteges of Folktales**

Some advantages of folktales are because it is like children’s books that contain beautiful language, which can provide students with good models to practice and increase their language skills. Previous researchers further stress that

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11Nisa Hafitsa M, S-1 Thesis: “Improving the English speaking skill of the students by using “Paikem” approach with use in focus media” (Bogor: Ibn khalidun University Bogor, 2010)
good literature for children cannot only help English native speakers but also young ESL learners acquire English effectively.\textsuperscript{12}

Folktales always play very important roles in the processes of language learning because folktales usually contain repetitive language patterns, phrases, or questions, refrains, strong rhythm and rhyme, sequences of numbers or days of the week. For example, repetitive patterns can be the schema for students' comprehension of the children's stories and predicting the action in the plot and the ending. In addition, folktales make it easy for students to remember the vocabulary and grammatical structures contained in them.\textsuperscript{13}

Students have to treated to practice active speaking. One of the way to teach students’ speaking skill is by retelling story. Teacher can uses folktales as media to retelling story. By using folktales, the students trained to tell a story again, even in different way or use their own language. Students might be will comfortable with familiar folktales. Although some students might be very nervous before starting learning English. However if they know that they will learn the folktale story that they know before, it will be make them relax to study and interested to the learning process.

We all know that reading tales develops the skills for good readers, listener, and writers. By reading the stories (folktales) students can imagine the story and the situation. So, it make them easy to retell the story well.

\textsuperscript{12}Su-Yueh Wu. \textit{Teaching the three little pigs to EFL Young Learners in Taiwan}, (http://iteslj.org/Techniques/Wu-TeachingFolktales.html, accessed on April 26, 2012)

\textsuperscript{13}Ibid
Tina L. Hanlon illustrated some advantages of teaching with short works of folklore below.\textsuperscript{14}

1. \textit{They are short!} It is easy to distribute copies of short tales or rhymes to a whole class, discuss them during a class period, and compare a variety of examples relating to different topics, without needing time for extensive reading assignments.

2. \textit{They are fun!} Many types of folklore are entertaining and most of us have fond memories of stories and rhymes we have known since childhood. Viewing illustrated versions or film adaptations can also add variety and enjoyment to class assignments.

3. \textit{They are memorable.} Most tales and rhymes from oral traditions use patterns of language and plot that make them easy to retell and dear to the hearts of tellers and listeners.

4. \textit{They are found in infinite variety everywhere.} Every culture has long traditions of oral storytelling, verse-making, and joke-telling. Students can learn about different cultures by studying folklore, collect folklore from their own families and communities, and write or dramatize their own variants of traditional tales.

\textsuperscript{14}Tina L. Hanlon. \textit{General Guidelines for Teaching with Folk Tales}, (http://www.ferrum.edu/applt/studyg/STUDYGFO\textunderscore L\textunderscore K.htm, accessed on May 4, 2012)
and rhymes. Once you start looking for them, you find allusions to familiar folk heroes, rhymes, and sayings throughout popular culture.

5. *They are universal.* Although it is interesting to compare culturally specific details in folklore from different times and places, one of the most intriguing phenomena in human experience is the similarities in stories with universal themes from all over the world.

6. *They are infinitely meaningful.* Because folk and fairy tales represent human experience through symbols and archetypes, there is room for endless debate about how to interpret particular tales. They provide excellent examples of the complex interplay of realism, fantasy, and symbolism in literature. They can be analyzed in papers that do not require research, but there is also a wealth of recent research available on folklore, fairy tales and picture books. They can function as primary sources in complex research projects like any other literature.

7. *They link oral and written literatures of the world.* We often forget that all literature developed from oral traditions, and most people in human history have had no writing system to record their languages and stories. Storytelling is still alive as an oral tradition in many places, especially in Appalachia. Folklore works well when teaching oral skills, speech and drama.
8. *They link popular culture with many academic subjects and skills.* Almost every type of literary and cultural analysis has been applied to folklore, so short or familiar pieces from oral traditions can be used to introduce longer works of literature (many of which have mythological or folkloric roots or themes), as well as topics in history, social studies, fine arts, and science.

9. *They enhance transitions from childhood to adult life.* Short works from folklore can provide springboards as students move from writing about childhood experience to more complex types of analysis. They need to learn, as an important part of their heritage, that Disney versions and other widely available children's books and movies do not adequately represent the larger body of folklore that people of all ages have enjoyed for centuries.

### D. Retelling Story in Teaching Speaking

Retell is to tell a story again, often in a different way or in a different language.\(^{15}\) Retelling story is one of the techniques to provide students with opportunities actively in speaking English.\(^{16}\) The researcher wants to give students opportunities by retelling story, in this case is using folktales. For children, language and behavior are modeled by those more expert in the acceptable patterns and usages (e.g. parents, teachers).\(^{17}\) In this research, the

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\(^{16}\)Hsin Cheng Feng, *Technique to Teach Speaking English Teaching Forum* (Hongkong)

teacher will be show how to pronounce the words first, then the students are asked to pronounce it by retelling story.

Retelling a story in one’s own words (rather than reciting a text from memory) provides oral fluency practice. Story-telling is a common human activity which can be enjoyable, especially if the material is interesting.\(^\text{18}\) In this research, the researcher will uses the story that enjoyable and they know before, but now the story is uses English, so it might be make them interested to study. The students can determine where setting, characters, problem, solution and events in the story. Then they are asked to retell the story again.

A good speaking activity will immediately cement it in student’s minds. Today’s speaking activity may be provoking students into using language they first learn some time ago. Speaking activities may well from one part of a much longer sequence which includes reading or listening.\(^\text{19}\) By using folktales to retelling story, students of course will be active in reading the folktales and speaking activity by retell the folktales.

For many professionals the story book provides a source of protection as much as source of stories. Most of book represent the imaginative response of the illustrator to the narrative.\(^\text{20}\) It can help students to retell the story to imagine the situation and express their ability to speaking.


\(^{20}\) Deborah Jones - Pamela Hudson, *Unlocking Speaking and Listening* (Great Britain: David Fulton Publisher, 2006), 65.
Telling stories also can help students in:

1. Sharing and creating a common experience in storytelling aids in the development of a student’s ability to interpret events beyond his immediate experience.

2. Introduce the students to oral language patterns. They need wide experience.

3. Contribute to the social and cognitive development through shared experiences to feel joy for another happiness or sadness for their misfortunes.

4. Aid in development of an ethical value system.

5. Introduce well-known tales which all well-informed people should know.

6. Aid in vocabulary development.

7. Entertain and amuse the students itself.

8. Help the child appreciate his own cultural heritage, as well as the heritage of others.  

Vygotsky’s suggest that learning take place most effectively within a context of social interaction through the join construction of meaning. Retelling folktales might be one of the social context that have contact with students daily life that can used in learning process.  

For young learners of English should be a natural part of everyday life in the classroom. It is important to use those from culture backgrounds. Many folktales can be used to retelling story in teaching speaking

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22 Ibid, 141.
and because folktales is a natural part of every day life, so it might be effective and make the students interested to the learning process.

As communicative approaches have developed, teachers have been concerned to ensure that students not only practice speaking in a controlled way in order to produce feature of pronunciation, vocabulary, and structure accurately, but also practice using these features more freely in purposeful communication. So, by using folktales from their cultural background, the students are expected to be more fun, enjoy, easy, but meaningful to practice to improve their speaking skill by retelling story.

E. Pronunciation Teaching

Pronunciation is one of the necessary components of oral communication. The goal of teaching pronunciation to such learners is not to make them sound like native speakers of English. A more modest and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate. In this research, the teacher did not order the students to pronounce the English words like native speaker, but helps students to pronounce the English words to communication. Most of Indonesian students have difficulties in pronouncing English words, because it is influenced by the mother tongue and their environment.

When attempting to accurately describe the sounds of language, linguistics and teachers often use a set of special symbols commonly referred to as a phonetic alphabet. Since the alphabet we use is phonemic alphabet.\(^{25}\)

In the case of English, the use phonemic transcription system is especially important because the language has no simple sound-symbol correspondence system- that is, one letter of the alphabet does not represent the same sound all of the time, nor does a specific sound always find its representation in one letter of the alphabet. For example, the letter \(c\) has four different pronunciations in the words *cat*, *city*, *ocean*, and *cello*. In the same cases, the same letter within one word can represent different sounds, as in pronunciation of the two \(c\)’s in *success*: First \(c\) is pronounced /k/ and the second one /s/.\(^{26}\) So, the teaching pronunciation is very important to teach in English teaching learning.

Penny Ur explains in her book *A Course in Language Teaching*, that “The concept of pronunciation may be said to include; the sounds of the language or morphology, stress and rhythm, and the last is intonation”.

1. Sounds. Sound is useful to be able to list and define the sounds, or phonemes, of the language by writing them down using phonetic representations.

\(^{25}\)Ibid, 38.
\(^{26}\) Ibid, 39.
2. Rhythm and Stress. English speech rhythm is characterized by tone units: a word or group of words which carries one central stressed syllable (other syllables, if there are any, are lightened).

3. Intonation. Intonation, the rises and falls in tone that make the ‘tune’ of an utterance, is an important aspect of the pronunciation of English, often making a difference to meaning or implication. The different kinds of intonation are most simply shown by the symbols ( / \ ) over the relevant syllable or word in order to show falling and rising intonations; and the symbols ( ` ^ ) to show fall-rise and rise-fall. In this research, the students’ will be trained to pronounce sounds of the language, stress and rhythm, and intonation of English words.

The kinds of techniques and practice materials that is used to teach pronunciation are:  

1. Listen and immitate: A technique used in the Direct Method in which students listen to a teacher-provided model and repet or imitate it. This technique has been enhanced by the use of tape recorders, language labs, and video recorders.

2. Phonetic training: Use of articulatory descriptions, articulatory diagrams, and a phonetic alphabet.

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28 Marianne Celce Murcia, et.al., Teaching Pronunciation... 8-10.
3. **Minimal pair drills**: A technique introduced during the Audiolingual era to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice.

4. **Contextualized minimal pairs**: In the technique, the teacher establishes the setting (e.g., a blacksmith shoeing a horse) and present vocabulary; students are then trained to respond to a sentence stem with the appropriate meaningful response (a or b):

   **Sentence stem:** The blacksmith (a. hits / b. Heats) the horseshoe.
   
   **Cued student response:** a. With the hammer / b. In the fire

5. **Visual aids**: Enhancement of the teacher’s description of how sounds are produced by audiovisual aids such as sound-color charts, rods, pictures, mirrors, props, realia, etc.

6. **Tongue twister**: A technique from speech correction strategies for native speakers (e.g., “She sells seashells by the seashore.”)

7. **Developmental approximation drills**: A technique suggested by first language acquisition studies in which second speakers are taught to retrace the steps that many English-speaking children follow as they acquire certain sounds in their first language.

8. **Practice of vowel shifts and stress shifts related by affixation**: the teacher points out the rule-based nature of vowel and stress shifts in etymologically
related words to raise awareness; sentences and short texts that contain both
members of a pair may be provided as oral material:

Vowel shift: mime (long i) mimic (short i)

Sentence context: Street mimes often mimic the gestures of passerby.

Stress shift: PHOtograph phoTOGraphy

Sentence context:
I can tell from these photographs that you are very good at photography.

9. Reading aloud/recitation: passages or scripts for learners to practice and then
read aloud, focusing on stress, timing, and intonation. This technique may or
may not involve memorization of the text, and it usually occurs with genres
that are intended to be spoken, such as speeches, poems, plays, and dialogues.

10. Recordings of learners’ production: Audio- and videotapes of rehearsed and
spontaneous speeches, free conversations, and role plays. Subsequent
playback offers opportunities for feedback from teachers and peers as well as
for teacher, peer, and self-evaluation.

In this research, the researcher uses number 9, but the difference is the
researcher uses passages, in this case is folktales, to practice speaking not reading.
The students are asked to retell the story and try to pronounce it well, then the
researcher observes the students’ pronunciation development after three times
implementation, and reports and concludes the result of the implementation of
folktales storytelling to the students’ pronunciation.
F. Previous Studies

In order to avoid unnecessarily replication, the researcher writes previous studies which have a correlation with this study. The first previous study is by Zahrotul Ilmiyah in her thesis “Improving Vocabulary Mastery through Reading Folktales to the Eight Grade Students of SMP Negeri Sidayu” shows that the students have the problem in translating English into Indonesian, because they were lack of vocabulary. The result shows the development of students vocabulary mastery using reading folktales as material. But they vocabulary is very little; they got difficulties in writing, pronunciation and identify the meaning word.

Based on this research, the researcher wants to do research about the use of folktales to develop students’ speaking skill. The similarity is both of this study use folktales as media in teaching learning. But the differences is the researcher focus on speaking skill, whereas her research just focus on vocabulary mastery. Because her research mention that the students like and interest in reading folktales and their vocabulary improve for each meeting, so the researcher wants to do research about the effectiveness of folktales to develop students’ speaking skill.

The next previous study is Imroatus Sa’adah’s thesis “Using Roleplay in Teaching English: Focus on The Students Speaking Practice”. The finding of this study showed that the students got some difficulties in Speaking by using role play. First, they were not confident to speak English or to share their idea with
their friends. Secondly, their difficulties were related with the language itself. Most of the students’ mistakes were about grammar and pronunciation. From this statement, the researcher want to develop students’ speaking skill using folktales in English learning, and measure the effectiveness of folktales itself.

The thesis result of Nurul Farida Mey Priatiningsih “The Application of Games in Teaching Speaking at MA Sunan Bonang Parengan” showed the condition of students’ speaking ability through games. The students response toward the use of games were good. They agreed with the application of games as a means that was because this technique gave them relaxed atmosphere to interact and socialize with each other and also to express their ideas; although they still ashamed to speak. The similarity both of this study is gave them relaxed atmosphere to interact and socialize with each other. But the differences from this study is her study using application of games, but the researcher study is focus on the application of folktales in teaching speaking.

In Fatihatul Ashlihah’s research “Using Jigsaw Technique to Improve the Students’ Speaking Competence at SMA Hang Tuah 2 Sidoarjo”, the result was students like jigsaw as a technique in teaching speaking and they hope that jigsaw technique could be applied in their school after the research finished. The students can improve their score in speaking subject. It concludes that jigsaw technique as a technique which was chosen to improve the students’ speaking competence in
SMA Hang Tuah could be success. And the researcher wants to improving students’ speaking ability by using folktales.

The other research from Siti Lia Masudha’s thesis entitled “Using Information Gap to Motivate Students in speaking: a study at SMA Wachid Hasyim 2 Taman Sidoarjo”. This result showed the using of information gap can motivate students in speaking of each cycle. The first cycle, only several students are motivated. But most of students are shy, afraid to make mistakes, and not confident if their speak in front of their friends.

From above explanation the researcher wants to do the research about the effect of folktales storytelling to improve the students’ pronunciation ability. The researcher wants to motivate students’ speaking skill by something more fun, which is use folktales. It will minimize students’ shame and make them more confident to speak English because student might be interest in learning English if used material in their environment. Students might know about folktales in Indonesian, but if used folktales in English, it should be interesting because they can guess the meaning and remember the words in English, and it can be challenge to them.