CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter elaborates the theoretical review, previous studies, and conceptual framework. Theoretical review explains about the concept of integrated skills, moral values and story completion. Previous study explain about the studies which had been done before that still relate to the present study. Conceptual framework explains about the concept of teaching English and the outcomes of study.

2.1 Theoretical Description

In this section, there would be some definitions and concept related with the theories on this study. The theories are the definition of integrated skills, listening and speaking as integrated skills, teaching integrated skills, teaching integrated skills for young learners, technique in teaching integrated skills, assessing integrated skills, concepts of moral value, moral value in education, moral value in 2013 curriculum, concepts of story completion, benefits of story completion, and also teaching integrated skills using story completion.

2.1.1 Concept of Integrated Skills

As Harmer (2007) states, any of the four English language skills was rarely done separately, when people were engaged in a conversation, they were listening as well as speaking, in order to interact with the person they were talking to. In the case of lecturers, for instance, they read notes they have written previously and, in the same situation, people who were listening to lectures were also taking their own notes, an activity that could even provoke a conversation or at least a comment among the people attending the lecture, for this reason, if skill was used as multi-layered in this way, it would make no sense to teach each skill in isolation. We would look at how input and output are connected in the classroom, how skills can be integrated and how skill and language work are connected. Consequently, integrating English language skills in a lesson is a natural process of “skill-mixing” that facilitates teachers to provide maximum learning opportunities for the different students in classes, it made sense to integrate different skills.
2.1.1.1 Listening and Speaking as Integrated Skills

Listening and speaking as an important skill could combine in teaching process through integrated skill. The integration of skills could be defined as the combination of two or more skills within a communicative task there are listening as a receptive skill and speaking as productive skill. In real-life communication, people use a variety of language skills listening, speaking, reading, and writing. When people learn a foreign language, they usually want to make use of that language to communicate with people who speak the same language. They could find themselves in the need of understanding them and talking to them. As Raimes (1983) states, listening and speaking are regardless of who the people using the language at least as important as the other skills to communicate. Byrne (1991) states that one should keep in mind that these skills are normally integrated in real life. The term integrated skills is frequently used as if it were almost synonymous with reinforcement. Viewed in this way, the process of integrating language skills involves linking them together in such a way that what has been learnt and practiced through the exercise of one skill is reinforced and perhaps extended through further language tasks which bring different skills into use. Here, the use of any skill may quite naturally lead to the use of other.

Seferoþlu and Uzakgöre (2004) claimed that listening is usually an interactive process. The listener did not always just listen to, but she or he also reacts to the speaker or asks questions for clarification. The most essential issue for the students should be to understand what they are listening to and to be able to give appropriate responses orally. This aimed brings us to the integration of listening and speaking while teaching, as our main consideration should be not only learning the grammar of the target language but also communicating in that language, which highlights the importance of the integration of these.

2.1.1.2 Teaching Integrated Skills

Speaking and listening skills have been regarded as being too difficult to cope with, so generally students are not willing to participate in tasks focusing on these two skills. When they were integrated through information-gap tasks, students might see the actual outcome and become more willing to practice to achieve more success in communicating their ideas. As Richard (1990) suggest that listening as
comprehension was the traditional way of thinking about the nature of listening. Indeed the most methodology manuals listening, and listening comprehension are synonymous. The view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. Spoken discourse is usually instantaneous, and there are two kinds of spoken discourse process. These are bottom-up and top-down processing. Comprehension begins with the data that has been received which is analyzed successive levels of organization, sounds, words, clauses, sentences, texts until meaning is arrived at. Bottom-up processing are the listeners’ lexical and grammatical competence, so the input in teaching process are scanner for familiar words and grammatical knowledge. For example, radio monologue may contain 160 words per minutes, while conversation can consist of up to 220 words per minutes.

As Clark and Clark (1977:49) states that in bottom-up processing learners need a large vocabulary and a good working knowledge of sentence structure. Exercises that help learners in develop bottom-up processing such as: retain input while it is being processes, recognize word and clause divisions, recognize key words, recognize key transitions in a discourse, recognize grammatical relations between key elements in sentences, use stress and intonation to identify word and sentence function. Many traditional classroom listening activities focus primary in bottom-up processing, exercises such as dictation, cloze listening, and multiple choice questions. On the other hand, top-down processing refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The following activities develop top-down listening skills: students generate a set of questions they expect to hear about the topic and listen to see if they are answered, students generate a list of things they already know about the topic then listen and compare, students listen to part of the story then complete the rest of it then listen and compare endings.

As Louma (2004) states for speaking there are many ways to develop the speaking activities. The first activities, conversational routines is a marked feature of conversational discourse is the use of fixed expression or “routines” which often
have specific functions in conversation to improve speaking ability. There are routines for beginning and ending of conversations, for leading into topic, and for moving away from the topic to another. The next activity is talk as interaction. This refers to what we normally mean by “conversation” and describe interaction which serves a primary a social function. Then, the main features of talk as interaction can be summarized such as: has a primary social function, reflects role relationships, reflects speaker identity, uses conversational conversations, and reflects degrees of politeness.

In brief, the teacher must use be selected in using kinds of activities in teaching integrated skills. While listening and speaking have different specification in activities, but there are some points that similar. Teacher just need to choose the materials that can be used in improving listening and speaking skill.

### 2.1.1.3 Teaching Integrated Skills for Young Learners

Teaching integrated skills for young learners is a concept about how to teach integrated skills for young learners. Young Learners are children from 6 to 12 years old Brown (2007:91). In teaching them, teachers may have noticed that the teacher began the lesson by telling students what they were going to be doing for the class. The teacher does this, recognizing that any new learning experience can be threatening. When students have an idea of what will happen in class, they often feel more secure and they will learn well. Elementary school grade fifth are categorized as young learners. Teaching young learners is perhaps the most complex and challenging process. Teachers may have noticed that the teacher often said “Good” or “Very good.” In this way, he positively reinforced his students’ work. Such reinforcement helps the students to develop correct habits. It wasn’t until the end of the lesson that the students got to see the written version of the dialogue which they were learning, that one should keep in mind that these skills are normally integrated in real life. So here, in teaching integrated skills of listening and speaking teachers may be connected the materials with the real life situation. For example, telling the story that contains many social elements to improve students’ moral value.
2.1.1.4 Technique in Teaching Integrated Skills

Kayi (2006) stated that there are some various technique in teaching integrated skills, all of the techniques will help the teacher to ease and make the class effective, and there are four effective techniques may be applied in teaching integrated skills. They are role play, group discussion, story completion, and picture series. Role playing is act out of imitating the part of a person or character and behavior of someone who is different from yourself, for example as a farmer in village, police in police office, or doctor in hospital. Group discussion is an activities involving a number of people who are connected by some shared activity. Story completion is a projective technique, it stimulates the subjects to express, consciously or unconsciously their own feeling. And the last, picture series is a technique with the use of a form of entertainment that enact a story by images giving the illusion of continuous movement.

2.1.1.5 Assessing Integrated Skills

Assessing integrated skills could take many forms, there were some considerations to assess integrated skills, and the reason of doing assessment is to measure the students’ work. In this way, the teacher makes some criteria like rubric scoring. The researcher requires considering about the elements of test when designing the test in order that it could be expounded as deeply as possible for completing the test tasks. In this case, it could be contained of the interesting testing task that makes the tester feel comfort for doing the test itself.

In assessing integrated skills of language test the researcher may need two kinds of assessments, they are listening and speaking assessment. After doing these assessment teachers will find the improvement of students in listening and speaking. For assessing children listening ability, there are three aspects in scoring the students’ performance such as (M) = Met, (P) = Partially met, (N) = Not met. The scoring criteria can be described as follows:
Table 2.1.1.5(a) Note-taking Scoring Guide by Pellitteri (2006)

<table>
<thead>
<tr>
<th>Score</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification</td>
<td>Good</td>
<td>Average</td>
<td>Poor</td>
</tr>
<tr>
<td>Accuracy of the content</td>
<td>All questions attempted with at least two questions answered correctly. (M)</td>
<td>One question completed with correct answer. (P)</td>
<td>No attempt made to answer any questions. (N)</td>
</tr>
<tr>
<td>Grammatically of the sentence</td>
<td>Followed the structure of note-taking most of the time. (M)</td>
<td>• Used mostly complete sentences. • Very few key words used. (P)</td>
<td>Did not follow the note taking structure at all. (N)</td>
</tr>
</tbody>
</table>

Then, for assessing children speaking ability there are some point they are pronunciation, vocabulary, fluency, and content. The scoring criteria can be described as follow:
Table 2.1.5(b) Aspects of Students’ Score by Nurgiantoro (2009)

<table>
<thead>
<tr>
<th>No</th>
<th>Categories</th>
<th>Classification</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Pronunciation and Vocabulary</td>
<td>Poor</td>
<td>1</td>
<td>Incomprehensible or no response and inaccurate vocabulary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average</td>
<td>2</td>
<td>Many phonetic errors: very difficult to perceive meaning. Vocabulary usually inaccurate, escape for occasional correct word.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good</td>
<td>3</td>
<td>Occasional phonetic errors, but generally comprehensible. Generally accurate, occasional slight error.</td>
</tr>
<tr>
<td>II</td>
<td>Performance (Fluency and Content)</td>
<td>Poor</td>
<td>1</td>
<td>Long pauses, utterances left unfinished, or no response. Incomprehensible content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average</td>
<td>2</td>
<td>Some definite stumbling, but manages to rephrase and continue.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good</td>
<td>3</td>
<td>Speech is generally natural and continues occasional slight stumbling. Speech can be understood generally.</td>
</tr>
</tbody>
</table>

2.1.2 Concepts of Moral Value

According to Hurlock, moral comes from the Latin word mores, meaning manners, customs, and folkways, which also means custom or way of life of a person by doing good deeds (decency) and avoid bad actions. Moral concerns something that is good and bad at people's change where they are humans in life. Moral is an ethical norm, a concept of life upheld by most certain societies. Moral is primarily concerned with the understanding good and bad. Barcalow says moral can evaluate with the actions and potential actions of others, may be evaluated as good or bad; right or wrong; morally acceptable or unacceptable (immoral); morally required, prohibited, or permitted; morally praiseworthy or blameworthy Barcalow (1994).

In relation to the values, morals were part of the value, namely moral values. Not all of the values were moral values. Moral values were related with human behavior about good and bad. Moral is good or bad doctrine accepted by society
regarding the actions, attitudes, obligations, morals, manners, and decency (Alwi, 2008). Understanding certain good and bad things is relative. This means that something which is in general considered good for someone or a nation, not necessarily the same for other people or other nations. Someone's opinion about morals and values are usually influenced by the view of life.

Furthermore, moral values were the values which are associated with customs, manners, and behavior Zuriah (2007). The word moral always refers to the good or the bad people as people, so that fields of human life are seen in terms of kindness as human. Overall, the moral teachings are norms and understandings determining the things which are considered good and bad. Consideration of good or bad something is something that would generate moral, as a generic concept.

Armon (1993) states that moral values can be divided into five categories, the deontic, teleological, aretaic, intrinsic, and extrinsic. Deontic values are concerned with the moral right issues of justice, fairness, rights, and responsibilities. Most educational institutions have structures in place that explicitly address issues that involve the moral right, at least in terms of the obligations and rights of students, faculty, and staff. Teleological values relate to issues of moral good, or concern over the welfare of others. These are often not explicitly addressed within American schools, though services such as school lunch programs, student counseling, and immunization drives are expressions of the moral good. Aretaic values involve judgments about the moral worth of individuals and institutions. They include motives and character qualities such as generosity, empathy, and loyalty and are often characterized as motivators for moral action. Historically, educators have emphasized the development of moral character that was intrinsic. They include such qualities as autonomy, consciousness, intelligence, and knowledge. Their advancement is viewed as the advancement of persons. Finally, extrinsic values are those means that have the potential to produce well, such as money, art, education, and travel, though they embody no inherent good.
2.1.2.1 Types of Moral Value

There are several forms derived from other words that in one sense, the word moral, moralists, and morality Salam (2002). Furthermore, Salam also explains that when morals are inserted in context of the humanity, it owns several meanings as follows:

1. People who have a good considerations, a good personality, or have a high morality
2. People who act agreeing with the moral, action, behavior, or good manners.

A moralist is defined as person who was oriented to have great importance to others 'moral setting, while the morality in this sense referring to the action, behavior or manners concerning the moral Salam (2002). Allah SWT, created human beings a perfectly formed and precious creatures. Perfection and glory attached to a set of moral norms that we must obey as a human being, either in the form of orders or prohibitions Ali (2011).

Every literature offers moral message. The type or form of moral message contained in education will depend on the teacher's beliefs, desires, and interests. This kind of moral was always influenced by personality factors. Generally, the problems of life and human life can be distinguished by three, 1) the issue of human relationships with themselves, 2) the relationship of humans with other humans in the social live, including their relationship with nature, and 3) the human relationship with God Nurgiyantoro (2005).

2.1.2.2 Moral Value in Education

According to National Education System No. 20 of 2003 education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power of religion, self-control, personality, intelligence, noble character, society, nation, and country. While morality is a state of mind, feeling, speech, and human behavior are
All of the sources that were reviewed agree that morality can be taught in schools. The key questions are whether it should be, how it should be, and whether it will ultimately be effective. Here, moral value in education (moral education) has always been a perennial aim of education. Moral education is whatever schools do to influence how students think, feel, and act regarding issues of right and wrong. The function of school, it was believed, was not only to make people smart but also to make them good. The return of moral education to the limelight is attributable to the fact that modern societies increasingly have to deal with disturbing trends both within schools, and in the wider society.

2.1.2.3 Moral Value in Curriculum 2006

The Curriculum 2006 is also known as the “Kurikulum Tingkat Satuan Pendidikan (KTSP) berbasis Pendidikan Karakter”. The KTSP is designed in order that every school can develop the teaching and learning process according to the students’ character and the situation of school. In KTSP English is a local content subject, besides sport subject and regional language. So, English in elementary school only taught 2x35 minutes in a week and taught started from class 4 until 6. Although the weight of the English lesson is not too heavy, but should be taught to the fullest with the appropriate methods and techniques.

As a result, the teacher can develop her methods and techniques in the teaching and learning process and increase the students’ competencies too. The successful of the implementation of KTSP may rely on some factors. These factors include a competence readiness of the teacher’s language proficiency, the teacher’s language teaching, and the teacher’s ability to media or tools in the teaching and learning process. If those factors are fulfilled, the main goal of the implementation of KTSP which is to develop students’ competencies will be achieved.

However, based on research conducted by the Directorate General of Teacher Quality Improvement (Director General of PMPTK), Ministry of National Education on the implementation of School Based Curriculum (KTSP) in schools in Central Java in 2010, found that there are some obstacles in the implementation of SBC. They are: (1) lack of amount of media and instructional assistance to support the implementation of SBC; (2) the teacher was not enough and really understand the KTSP; (3) insufficient number of workshops, guides and references
in developing SBC; (4) inadequate time allocation and student learning burden; (5) too much variety of material provided but not about moral value; (6) training for teachers in rural areas needs to be intensified Hartoyo (2011). Based on the research finding above, curriculum is must be the guidance for the teacher in determining her ways or strategies in doing teaching and learning process and it is also guidance for the students in achieving what they expect in their learning process.

The characteristic of Curriculum 2006 are: Emphasizing the attainment of the students’ competence individually and classically; Orienting toward learning outcomes and diversity; Using genre approaches in the learning process and greatly in influenced with Systematic Functional Grammar of Halliday (1987); Accepting any other educative learning sources besides teachers; Emphasizing its evaluation on the learning process and outcomes in acquiring or attaining a certain competence; and Using special terms such as Standar Kompetensi (Standard of Competence) refers to a minimum statement covering knowledge, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading, and writing) Kompetensi Dasar (Basic Competence) refers to a minimum statement covering knowledge, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading, and writing) Indikator (Achievement Indicators) refers to a specific basic competence that can be taken as a standard to assess the attainment of a learning process. Materi Pokok (Core Materials) refers to materials or lessons that students have to learn in a learning process. Karakter siswa yang diharapkan refers to point of moral value that students have to learn in a learning process, such as trustworthiness, respect, diligence, responsibility, and courage.

Basically moral value already exists in rule Curriculum 2006. However, sometimes teachers still have difficulty in delivering material about moral value. Therefore it is necessary for the selection of appropriate materials and techniques. In the story completion, the teacher just needs to show video about short story, legend or fable that contain moral message. That is where students will be able to see the moral contained in the story.
2.1.2.4 Assessing Moral Value in Curriculum 2006

The following moral values in curriculum 2006 for students were taught in schools such as trustworthiness, respect, diligence, responsibility, and courage. This sub topic aimed to know how to assess those moral values point in teaching and learning materials of listening and speaking. As educators, firstly we should know why it needed to advocate the teaching of moral values in schools for the following reasons:

1. Preparing Children for Future Roles in Society
   Knowledge gained in school is only one goal of education. The primary goals of education should be enabling students to gain knowledge and moral values. Our children will need both in preparing themselves to be good parents and citizens in society.

2. Many Parents Aren't Teaching Moral Values
   If all parents were teaching their children moral values in the home, it would not be necessary for the schools to do this work, the sad fact is that a lot of kids are not learning from their parents the difference between right and wrong.

3. There is Too Much Violence and Dishonesty in Society
   Every day students are exposed to violence, dishonesty, and other social problems in the media and the real world. How many times have we heard about school shootings? What about other times when students are caught cheating on exams? Then, too, we read about bullying in school and fights between gangs. If moral values were taught in schools, we would have fewer of these problems.

   From that reason it was concluded that teaching moral value in education is very important. But in fact, moral values are difficult to assess. There is no guideline appraisal form moral value. Therefore, the government of Indonesia did not specify the moral value assessment form and they just create books which covered moral values point. In brief, the researcher focused in assess listening and speaking skill to catch the score and focus in observation form to catch the students’ moral value improvement.
2.1.3 Concepts of Story Completion

Story completion is a projective technique, when respondents are given part of a story enough to direct attention to a particular topic but not to hint at the ending. They are required to give the conclusion in their own words. Story completion cannot be separated from the speaking activities. It is because the story completion is one of a speaking technique. The aims of story completion are to finding out whether there was an increase of students’ speaking achievement after being taught through story completion technique, and finding out the aspects of speaking of the students that increase most after being taught through story completion technique.

Story completion can, for example, centre on a long and involved story which means that ideally respondents reveal more and more of their own attitudes and feelings as they complete the story. Brand mapping is also classed as a completion technique. This involves a variety of brands or products being physically presented to respondents for them to discuss Gordon and Langmaid (1988).

2.1.3.1 Benefits of Story Completion

There are benefits of story completion such as stories promote a feeling of wellbeing and relaxation, increase children's willingness to communicate thoughts and feelings, encourage active participation, increase verbal proficiency, encourage use of imagination and creativity, encourage cooperation between students, and enhance listening skills.

There are some advantages of using story completion technique in teaching speaking. According to O’Malley and Pierce story completion gives students an opportunity to speak at length, if they can, without teacher interruption in an informal setting O’Malley and Pierce (1996:106). Teacher can ask students to tell a story as if they were telling it to someone who is not familiar with it.

2.1.3.2 Teaching Integrated Skills Using Story Completion

Story completion is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to
narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on. In the story completion students are more creative and use their own vocabularies and also they pay more attention to the grammar of their speaking.

This technique helps to improve students’ listening and speaking skills. In this type of teaching students creativity also improve; in contrast to story retelling, in this technique students must use vocabulary of their own. This is an open task and it is students who manage the story and try to complete it Giabhi (2014). In brief, by using story completion teacher can easily to provide the materials to students. By using story completion the teacher also can see the students’ progress, not only from the academic but also in their attitude. Students will show their attitude in the activity, and they will build a good relationship with teacher or another friends.

2.1.3.3 Characteristic of Young Learners

The characteristic of young learners by Brumfit (1984) are: (1) Young learners are only just beginning their schooling, so that teachers have a major opportunity to mold their expectations of life in school. (2) As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural grouping by the school. (3) They tend to be keen and enthusiastic learners. (4) Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experiences of formal schooling. (5) They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better.
2.2 Previous Studies

As the reference for the research, the researcher takes a proposal that has a similar background or theme. The research was done by Eric Digests (2002). He conducted a research entitled “The Use of Integrated Skill to Improve the Students’ speaking and listening skill”. He describes about the implementation of integrated skill to improve students’ speaking and listening skill. The similarities of this research with the previous is the research explain about how to improve and develop students’ using integrated skill. But the difference of this with the previous research is the technique of this research is using story completion.

The second research was done by Erina Puji Setyowati (2008). She conducted a research entitled “Improving Speaking Competence through Simulation for the First Year Students of SMP N 2 Sukoharjo”. She describes the implementation of teaching speaking by using simulation technique. She concludes that the teaching speaking through simulation can make the students able to achieve a good result. The similarities of this research with the previous researcher are first: this research is done in the speaking class. Second, the method of this is to improve speaking skill by expressing their opinions. The difference of this research with the previous researches is the object of this research is SDN 1 Pesawahan and it focusses on improving speaking ability by using story completion technique.

The third research was done by Rahmawana (2017) with the title “Using Story Completion in Teaching Speaking to Second Grade Students of SMAN 6 Soppeng”. In his research, she concludes that the teaching speaking through story completion can make the students able to achieve a good result especially in speaking. The similarities of this research with the previous researcher are first: this research is done for the speaking class. Second, the method of this is to improve speaking skill by using story completion, which is in the story completion students also set themselves to be an analyzer. And also in story completion the researcher will use keywords in activities.

From those third research there are some similarities that may help the researcher in conduct the research, and some differences that make this research special. Those third research just more focus on the learners’ academic improvement. But here the researcher conduct the researcher not only to improve
the academic but also non-academic in the form of moral value improvement. This moral value improvement also devoted in teaching and learning English of listening and speaking skill; by using story completion, the researcher trying to teach integrated skills of listening and speaking in the same time.

2.3 Conceptual Framework

The difficulty of learning integrated skills is absolutely reasonable. Many aspects that can achieve the student skill. The idea is the main point of the aspect that is very influence the accuracy and fluency in listen and spoken. The students still need some steps to realize the idea in listening into a good material they want to speak. The students must also choose the correct vocabulary, grammar, punctuation, and the content that students has to obey it. The teacher should allow the students to practice their accuracy and fluency and give more practice time to students both in pair or group. Besides, teacher should be able to design the teaching strategies and activities in the classroom by remaining to the moral value.

In this case, the researcher offers a good way how to improve students integrated skills of listening and speaking efficiently. The technique is using story completion as the media. Through this way, the students will be stimulated their idea to explore the opinions. English especially listening and speaking is one of many majors in SDN 1 Pesawahan that will be researched.