

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher will explain about some literature reviews related to the topic discussed in this research. There are main theories including speaking, game, story game. Thus, each of these subchapters will be divided again into several sections in order to make the readers understand the theories as well. It gives the relevant knowledge in the field of the study the use of story game to improve speaking ability in seventh grade at junior school.

#### **2.1 Definition of Speaking**

Burkart in Alfiantoro (2009: 17) states that speaking is an activity which involves the areas of knowledge, they are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation. Lewis and Hill (1993: 54) say that speaking is a process that covers many things in addition to the pronunciation of individual sounds. It also covers pronunciation stress and intonation. While according to Nunan (1998: 26), speaking is a process consisting of short, often fragmentary utterances in a range of communication. speaking is a process consisting of short, often fragmentary utterances in a range.

Bernard (1994: 31) has his own opinion about speaking. He calls speaking as talking as shown in his below statement:

“ Talking implies more than us`ing words within a structural framework; it encompasses habits of expression and relationship, interactive procedures,

and types of social functioning, which cannot be neglected or ignored when designing a language learning method”.

Based on Bernard’s definition above, it can be concluded that speaking covers the use of words within a structural framework, which is accompanied by the habits of expression and relationship, interactive procedures, and types of social functioning. He adds that talking is communication, so it is not an exchange of linguistic formulae without personal qualities of meaning and value.

Besides, according to Briendley (1995: 19), oral skill can be identified with speaking skill. His point of view about oral skill is to:

- a. Express oneself intelligibility
- b. Convey intended meaning accurately with sufficient command of vocabulary
- c. Use language appropriate to context
- d. Interact with other speakers fluently

He shows that oral skill can be rated into four areas, namely: interactive communication, which covers fluency or effect on listener, intelligibility, which covers pronunciation or prosodic features, appropriateness consisting of pragmatic competence or register, and accuracy including structure and vocabulary resources. It can be simplified that speaking is a skill, which demands fluency, intelligibility, appropriateness, and accuracy.

Speaking is productive rather than receptive skill because it is a way in which the language system is manifested through the use of the organ of speech. Speaking is called as productive and receptive skill because it is used in

communicative activity. People use it both as listeners or speakers. This is explained clearly by Widdowson (1978: 64) as follows:

“...talking is reciprocal because it takes the form of an exchange between two or more participant with each participant taking turn to say something. Any misunderstandings which arise can be cleared up in the process of the interaction and the participants rely on the ‘feedback’ provided by reaction of the other interlocutors.”

Another definition comes from Underwood (1997: 11) who says that speaking is perceived as a creative process where speakers are almost always in the position of formulating what they are saying as they go along and adjusting what they are saying as a result of the behavior of the listeners or as a result of added thought of their own. It can be said that speaking constitutes a creative process which is done by speakers in formulating what they are saying and adjusting it as the response to the listeners’ behavior toward what the speakers are saying or as a result of their own additional thought.

Other perception comes from Thornbury (2005: iv), that speaking is interactive and requires the ability to cooperate in the management of speaking turns. It implies that speaking is an interactive activity where the speakers have to be able to manage the speaking turns, when to speak and when to stop, for instance.

From the definitions above, it can be concluded that speaking is a process in which the speakers express their idea to the listeners. It is a complex skill, which requires a creative process of the speaker in formulating what he is saying

in a reciprocal exchange involving reception, and production skill in which requires adequate vocabulary, intelligibility, accuracy, appropriateness, relevance and adequacy of content, and fluency in its process. When the speakers speak, they produce utterances with specific pronunciation of individual sounds. Thus, it can be concluded that speaking is more than just producing sounds; it is an activity which involves three areas of knowledge, and they are the area of mechanics, functions, and social and cultural rules and norms.

### **2.1.1 Teaching Speaking**

Students' language learning is considered successful if the students can communicate effectively in the target language. Therefore, this becomes the main goal of language learning, especially in speaking class. Hadfield (1999: 7) says that speaking is any kind of bridge for learners between classroom and the outside world. In order to build the bridge, in the speaking activities the teacher must give them practice opportunities for purposeful communication in meaningful situation. It means learning to speak in a second language will be facilitated when learners are actively engaged in attempting to communicate. Thus, the teacher should give learners practice and oral exams to actualize their speaking skill.

In teaching speaking skill, the teacher should also recognize the difficulties, which are encountered by their students. As stated by Thornbury (2005: 39), the difficulties, which the learner-speaker faces, can be classified in to two main areas:

- a. Knowledge factors: the learner doesn't yet know aspects of the language that enable production.

- b. Skills factors: the learner's knowledge is not sufficiently automated to ensure fluency.

Thornbury adds that the lack of the two factors can result in the lack of affective factors, such as lack of confidence or self-consciousness, which might inhibit fluency. Learners can compensate their insufficient knowledge of language system by using communication strategies, and they compensate for lack of fluency through discourse strategies. However those strategies could lead to premature fossilization of the learner's inter language. It means that those strategies can close down the language system development of the learners, although there can be conversational 'foothold' for learners.

Thus, there should be balance between knowledge, which is required for speaking, and ways that can make the knowledge become available for use. In terms of knowledge base that enables speech, learners need:

- a. A core of grammar,
- b. A core vocabulary of at least 1000 high frequency items,
- c. Some common discourse markers,
- d. A core phrase book of multi word (or chunks),
- e. Formulate ways of performing common speech acts (such as requesting or viting), and
- f. Mastery of those features of pronunciation that inhibit intelligibility.

The speaker should also take into account context factors, including the cultural context and the context of immediate situation. In order to activate these knowledge areas, learners need:

- a. To be aware of features of the target knowledge base (awareness),

- b. To integrate these features into their existing knowledge base (appropriation),  
and
- c. To develop the capacity to mobilize these features under real-time conditions  
and unassisted (autonomy).

### **2.1.2 Teaching Speaking to Young Learner**

Speaking is one of the important skills to be mastered. Mastery of speaking is needed for communication efficiency. According to Brown, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994: 253).

Grace Stovall Burkart states that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason (Burkart, 1998).

Natasha Intihar Klancar argues that young learners' brain like sponges. They can soak up everything we say and how we say it (Klancar, 2006). Thus, learning speaking as young as possible is very useful not only to

develop their confidence in speaking English but also to achieve their potential in later life.

### **2.1.3 The Technique to Test Speaking Ability**

According to Lado in his book language testing the technique to test speaking ability is:

- a) General Technique. There is no difficulty in formulating a general technique to test oral production. The general technique is simply to give the students sufficient clues to produce certain utterance that contains the problem we wish to test.
- b) Specific stimuli to elicit the key utterances. Pictures, the native language of the students, and the foreign language being tested are the practical stimuli that can be used in production tests. Pictures are probably the most valid medium if properly devised and edited and as we have seen in previous chapters they can be used to test the entire system of segmental phonemes, a sample of a given vocabulary, and at least some of structure of language.
- c) Oral production test designs. The design of production test and the scheme of its items are separate from its contents. We have advocated here on the basis of our theory and experience a test content based on linguistic problems. This content can be built into a variety of test designs.

- d) Improving the objectivity of scoring. The examiner the specific point in the problem which decides whether the response is right or wrong and to instruct the examiner to disregard everything else. If the item tests grammatical problem depending an word order, the examiner instructed to disregard pronunciation, vocabulary and fluency. If the tests a vocabulary problem, the examiner disregards everything else. This solution is dictated by the limitations of the power of observation of human beings.
- e) Group testing of oral production. If a number of recording machines are available as in many language laboratories now in use, the test of oral production described can be administered as a group test. Group administration has a number of advantages that make it more desirable than individual testing, e.g. avoiding the exchange of information among students, reducing the time consumed in administration, simplifying the schedule of administration.
- f) Objective, partial production technique. Objective, partial production technique such as we have discussed in connections with the testing of separate language elements might eventually provide a practical solution for wide routine testing of production.

## **2.2 Games**

### **2.2.1 Definition of the game**

According to the Lewis "Games are fun and children like to play them, through games children experiment, discover and interact with their

environment". Games add variation to a lesson and indicate motivation by providing a plausible incentive to use the target language. For many children language learning will not be the key motivational factor. Games can be stimulus. The game context makes the foreign language immediately useful to the children. It brings target language to life. The games make the reasons for speaking plausible event reluctant children. (Lewis, 2010). Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying without stress, they can learn a lot.

The criteria of games according to the Tyson are:

- A game must be more than just fun.
- A game should be keeping all of the students involved and interested.
- A game should encourage students to focus on the use of language rather than of the language is self
- A Game should involve friendly competition
- A game should give students a chance to learn.

Kim says in the "*creative Games for the language class*" that there is common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and laughter, then it is not really learning.

This is misconception, it is possible to learn a language as well as enjoy one self at the same time. One is the best ways in doing this through games.

There are many advantages of using games in the classroom:

- a) Games are welcome break from the usual routine of he language class
- b) They are motivating and challenging to the students

- c) Learning a language requires a great deals of effort of learning
- d) Games provide language practice in the various skills speaking, writing, listening and reading.
- e) They encourage students to interact and communicate
- f) They create a meaningful context for language use.(by lesukim. 2010)

### **2.2.2 Types of Game**

Being aware of the essential character of a type of game and the way in which it engaged the learners can be helped in the adoption of game on the creation of new games.

The games are according to their family type within each of the eight sections, the family name is always a verb. This verb summaries the most important way in which the learners are engaged in the games, for example: identify of create, in every case this verb refer to the mental engagement on the part of the learners, the use of language arises out of the way learners is engaged.

Language learning is hard work. One must effort to understand. To repeat accurately and to adopt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain they interest and work. (andrew and wright, 2007)

### **2.2.3 Story Games**

Story games are another alternative game that leads the students to produce longer connected text. Creating a story in longer sentences will express the students' feeling. Of course those stories are bought into the rule of game that full

and fun. For this, they will need imagination to tell anything which related the pictures, or any other objects. It means that the students do not have to read from book first, but they just create a spoken text directly based on the given topic.

The description of the story games can be described as follow:

**1) Continued story**

Language : making up stories, using all the language at the learners command, particularly past tense verb form.

Control : free

Materials : pictures stories

Procedure : pair work, the learners take turns to tell the story based on the topic given

**2) Fantasy story**

Language : narrative using past tense and past continuous tense

Control : free

Materials : magazine, news paper or picture

Procedure : group work leading to class work. The groups try to guess the other groups pictures which has meaningful story

**3) Bit and pieces**

Language : using past tenses, speculating, asking questions.

Materials : text

Procedure : group work, the student is given one (several) paragraphs.

These are studied and not shown the others. The student

tells to each other group the content of the text orally (they do not read text). After listening to everyone, the group discusses the sequence of each text and determines the story- When everyone in the group feels sure the story is correct, the text can be placed together in order and the story read out.

### **2.3 How to teach the story game in junior school**

First, the teacher or researcher introduces and socializes the story game. prepare kind of the topic then order all the students to write first on the paper, after that the teacher will point one of pair student to present in the front of the class, after this pair student finish to present then will choose other pair student to come foward. All the students have been given chance to come foward.

From the description of the story game, the researcher chooses **continued story** because making up stories, using all the language at the learners command and the learners take turns to tell the story based on the topic given and it will be done pair work.

### **2.4 The procedure of teaching speaking using story game**

- 1.** Socialization and introduction the story game to the students and do the pre-test.
- 2.** Apply the story game based on the topics. In this case, the teacher order all the students to write first on the paper, after that the teacher will point one of pair student to present in the front of the class, after this pair student finish to present then will choose other pair student to come foward. All the

students have been given chance to present in the front of the class.

**3. Give Post Test.**