

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 The Notion of Speaking**

Speaking is one of the way to communicate one to other. As Efrizal (2012) stated that speaking is one way to communicate which ideas and though a message orally. People need to speak in order to communicate. It can be to deliver opinion or thought which between speaker and listener are understand each other. Wahyuni (2012) stated that Speaking is an activity at least two people as the speaker and the listener, and they know what exactly they talk. Bryne (1998) states that oral communication (or speaking) is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.

In education, speaking is one of skill that the students should be mastered in learning English. Rebecca (2006:144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the primer motor of language change. Another explanation is speaking as a productive skill, is very complex requiring the simultaneous use of a number of different abilities, which often develop at different rates (Nawshin, 2009).

From the explanation above, speaking is ability or skill to communicate or to express ideas which at least include two people as the speaker and listener and they understand what they talk about even in conversation or do monologue spoken.

### **2.1.1 Speaking ability**

Ability is something special that have by student. Rokhmawati (2010) says that ability is a natural or acquired talent or skill that have by students. In other word, speaking ability is the ability to communicate or to express ideas, opinion or message orally. Even though speaking ability is not easy for students to master it, because the ability to speak is not only speak in a good pronunciation or apply grammatically orally but students have to know when and where to use the sentences and to whom in order the listener can understand what actually students talk about.

Speaking ability is one of important skill that should be mastered for students besides listening, reading and writing as the curriculum of learning English. Based on curriculum 2006 for junior high school, in term of speaking, students are expected to be able to express the meaning of simple conversation for interpersonal and transactional occupation, short functional text and short monologue text on formal and informal situation to communicate related to the environment and academic context. In order in speaking, students are not only can do conversation with teachers, friends or others but also can speak to deliver message orally or speak in monologue text.

Therefore many students think that speaking skill is somewhat difficult because it is different with their native language. Moreover to speak is not a simple as we think but we have to understand the components of speaking to make our speaking is able to be understood. According to Harris (1969) there are five components that are generally recognized in analyses of the speaking process: pronunciation, grammar, vocabulary, fluency and comprehension.

### 2.1.2 The Function of Speaking

Every people need to speak to communicate with other people. There are some expert explanations about the function of speaking. According to Richards (2006), the functions of speaking are classified into three; they are talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches. Below are the explanations of the functions of speaking:

#### a) Talk as Interaction

Being able to interact in a language is essential. In fact, much of our daily communication remains interactional. This refers to what we normally mean by conversation. The primary intention in talk as interaction is to maintain social relationship. Meanwhile, talk as interaction has several main features as follows: has a primarily social function, reflects role relationships, reflects speaker's identity, may be formal or casual, uses conversational conventions, reflects degrees of politeness, employs many generic words, and uses conversational register.

Some of the skills (involved in using talk as interaction) are: opening and closing conversation, choosing topics, making small-talk, recounting personal incidents and experiences, turn-taking, using adjacency pairs, and interrupting.

That is why some students sometimes avoid this kind of situation because they often lose for words and feel difficulty in presenting a good image of themselves. This can be a disadvantage for some learners where the ability to use talk as interaction can be important.

b) Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities. For example, student may be engaged in hand-on activities (e.g. in language lesson) to explore concept associated with tenses and derivations.

Meanwhile, talk as transaction has several main features as follows:

- a. It has a primarily information focus.
- b. The main focus is the message and not the participants.
- c. Participants employ communication strategies to make themselves understood.
- d. There may be frequent questions, repetitions, and comprehension checks.
- e. There may be negotiation and digression.
- f. Linguistic accuracy is not always important.

Some of the skills involved in using talk for transactions are: explaining a need or intention, describing something, asking questioning, confirming information, justifying an opinion, making suggestions, clarifying understanding, and making comparisons.

Compared with talk as interaction, talk as transaction is easier for some student because it only focuses on messages delivered to the others. Also, talk as interaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities and role plays.

### c) Talk as Performance

This refers to public talk or public speaking, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format and is closer to written language than conversational language. Examples of talk as performance are giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture. The main features of talk as performance are:

- a. There is a focus on both message and audience
- b. It reflects organization and sequencing
- c. Form and accuracy is important
- d. Language is more like written language
- e. It is often monologic

Some of the skills involved in using talk as performance are: using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, and using appropriate opening and closing.

### **2.1.3 Teaching Speaking**

Teaching speaking is one part of teaching English. It is not easy for the teacher in teaching speaking, because speaking skill is the crucial part for the students to communicate using English. According to Ur (1996,120) from all skills in English language (listening, speaking, reading and writing) speaking is

the most important one. Even though there are many reasons to learn English as a foreign language, but primary motivation is to be able to communicate with the speakers of that language. According to Nunan (2003, 54-56) there are some principles in teaching speaking, they are:

1. Be aware of the differences between second language and foreign language learning contexts.
2. Give students practice with both fluency and accuracy.
3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
4. Plan speaking tasks that involve negotiation for meaning.
5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

#### **2.1.4 Students' Problems in Speaking**

Even speaking has been taught since elementary school but junior high school students often get difficult in speaking English. According to Nawshin (2009) there are some students' problems while in speaking.

1. Lack of Interesting Topic

In the classroom students often repeat the same topic it makes them hardly present anything new to each other.

2. Size of the Class

When the class is high number of students in the class it makes not all students in the class will get opportunity to speak or take part in classroom conversations.

### 3. Anxiety of making mistakes

When students were aware of their errors and that is why most of the time they remained quite to avoid errors. Students knew that if they made any mistake than the others might make fun of them or the teacher might not like it.

### 4. Peer responses

In speaking class, listeners feedback also has strong influence on the performance of the speakers. Very often, at the beginning of performance, the speakers were confident and active while doing any dialogue or presentation. However, when the audience lost interest in the speakers, they began to talk to each other. As a result, the student-speakers sped up or cut down their words. When the speakers did not receive good response from their peers, they did not want to speak.

### 5. Lack of motivation

If the teacher do not motivate to speak in English and allow them to communicate in the target language, then the students get chance to avoid target language. If the teacher does not feel the importance of speaking and always gives importance to reading, writing and listening, then it is impossible for the students to improve their speaking ability.

### 6. Teacher's talk vs. students talk

When the class is dominated by the teacher to speak than the students of course the opportunity for students to speak is less. Students should be given enough time to speak and take part in speaking activity.

#### 7. Students participation

Students participation in the class are less because they do not get chance to speak. Most of the time is very few students to speak in the class and rest of the class become listeners. The teacher has to make sure that every student participates in classroom conversations.

#### 8. Lack of opportunity to use the target Language

The students will get difficult to speak if they do not see the need to do so. If the class is that the regular task given to students required a lot of grammar and writing but very little conversation, so when the students try to speak anything in English, they cannot, although they knew a lot of rules and vocabulary.

#### 9. Grammar item taught in a deductive manner

Many a times the teachers referred to grammar books and presented grammar rules with explanations of the structures. I think a better way to teach grammar is to write sample sentences on the blackboard and discuss those sentences, which will eventually make the structure clear to the students.

### **2.1.5 The Classroom Speaking Activities**

There are many ways for teacher to build student's speaking and make students active in the class. According to Harmer (2007:348) there are a number of widely-used categories of speaking activity:



a. Acting from a script

We can ask our students to act out scene from plays and or their coursebooks, sometimes filming the results. Students will act out dialogues they have written themselves.

- Playscripts

Students give script and they work on plays or playscripts as real acting. Which we need to help them to go through the scripts and let students to practice before they give their final performance.

- Acting out dialogues

Ask the students to come out to the front of the class by giving time for students to rehearse their dialogues before they are asked to perform them.

b. Communication Games

There are many communication games, all of which aim to get students talking as quickly and fluently as possible. Two particular categories are:

- Information-gap games

One of the activity about information-gap games is one student has to talk to partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.

- Television and radio games

When imported into the classroom, games from radio and TV often provide good fluency activities. In fishbowl, for example, two

students speak on any topic they like, but at a pre-arranged signal one of them has to reach into fishbowl and take out one of the many pieces of paper on which students have previously written phrases, questions and sentences. They have to incorporate whatever is on the paper into the conversation straight away.

c. Discussion

Discussion range from highly formal, whole-group staged events to informal small-group interaction

- Buzz groups: these can be used for a whole range of discussion. For example, ask students to predict the content of reading text or ask them to talk about their reactions to it after they have read it.
- Instant comment: train students to respond fluently and immediately is to insert 'instant comment' mii-activities into lessons.
- Formal debates: students prepare arguments in favour or against various propositions. When the debate starts, those are appointed as 'panel speakers' produce well-rehearsed 'writing-like' arguments, whereas others, the audience, pitch in as the debate progresses with their own (less scripted) thoughts on the subject.
- Unplanned discussion: some discussions just happen in the middle of lessons; they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes.

- Reaching a consensus: students consider a scenario in which an invigilator during a public exam catches a student copying from hidden notes.

d. Prepared talks

Students can make a presentation on a topic of their own choice.

Such talks are not designed for informal spontaneous conversation because they are prepared. Teacher needs to give them time to prepare their talks then students need a chance to rehearse their presentation in pairs or small groups. When students make a presentation, the teacher gives other students task to carry out as they listen to be able to give feedback and they also able to involve in asking follow-up questions.

e. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other.

Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

f. Simulation and Role-Play

Students simulate a real-life encounter (such as a business meeting, an interview or a conversation in an aeroplane cabin, a hotel foyer, a shop or a cafeteria) as if they were doing so in the real world. They can act out

the simulation as themselves or take on the role of a completely different character and express thoughts and feelings they do not necessarily share.

## **2.2 Descriptive Text**

Descriptive text is defined as a text which describes someone, something, or particular place in details (Depdiknas: 2006). The purpose of descriptive text is to tell about the subject by describing its features without including personal opinion.

The social function of descriptive text is to describe a particular person, place, or thing (Hartono in Mas, 2012). It means that descriptive text is to give information or deliver message orally to people about particular subject by describing it. It can be person, animal or place in detail.

The generic structure of descriptive text are identification and description. Identification is introduction or identifies phenomenon to be described and description is the characteristics, parts, or qualities of things, place, or something to describe ( Zakhri, Roza and Yandri, 2014)

The linguistic features of descriptive texts are focused on specific participants, use of attributive and identifying process, frequent use epithets and classifier in nominal groups (Hartono in Mas, 2012). Zakhri, Roza and Yandri (2014) state that the characteristics or language feature of descriptive text are: using the Simple Present Tense, using an adjectives and compound adjectives, using of linking verbs / relating verbs, using of degree of comparison and focus on specific participants or objects.

### **2.2.1 Speaking on Descriptive Text**

As the previous explanation of speaking above that speaking is one way to communicate which ideas and though a message orally. Speaking is not only do conversation between two people or more but also do monologue spoken to express idea or message orally, because the teaching learning is focused in spoken language, it's called descriptive style. In descriptive text students not only able to master in reading comprehension and writing achievement but also they able to speak to describe a particular person, place, or thing. They explain that description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Description only provides information about a particular object or person (Zakhari, Roza and Yandri, 2014).

## **2.3 Game**

### **2.3.1 Definition of Game**

Games are an activity which can be played by individual or group which include some rules and instructions. Furthermore it is a fun activity and can break stress from the long activities. Hadfield (1984:23) said games are “an activity with rules, a goal and an element of fun”. Moreover, Richards, Platt, & Platt (1995:89), games are defined as “an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language”. From the definition above that game is a fun activity which players can enjoy to play with rules to achieve the goal of the game. Game also can be played by

individual or group which the players compete each other. According to Huizinga in Schifter (2013) the central elements of playing a game include:

- a. Freedom: Play is not work and is done during leisure time.
- b. Distinction: Play is not what we do every day and, thus, is not ordinary.  
To play, we leave everyday life behind; play is totally separate from everyday life, in another location—real or imaginary.
- c. Order: Play is orderly compared with everyday life.
- d. Beauty: Play can be beautiful by enchanting and captivating our attention.
- e. Tension: Play can be tense with competition and goals.
- f. Rules: all play has rules that are binding and provide no doubt about the boundaries of play.
- g. Community: play creates community or a feeling of bonds between participants, clubs, teams, and so on.
- h. Secrecy: Play includes pretense and disguise, masks, and fantasy—thus, secrecy.

### **2.3.2 The Principle of Game in Learning**

Dessri (2002) states that games involve many factors: rules, competition, relaxation, and learning, in particular. The main focus of using game in class is to help students learn and have fun. However, to use games in classrooms, it is equally important that before playing the rules of the games are clearly explained and well understood by the students.

There are many types of game that can be used in learning. Wang, Shang and Briody (2011) state that a major purpose for using games in class is to help students learn English in a lowered anxiety environment.

It means that when teacher uses game in learning, the game is not only fun but also can build students' ability where the material can be include to the game in order students are learning by playing.

### **2.3.3 Types of Language Games**

Hadfield (1984) explained two ways of classifying language games, they are linguistic games and communicative games. Linguistic games focus on accuracy; on the other hand, communicative games focus on the exchange of information. Jacobs further classified games into more detailed forms which are composed of both the elements defining linguistic and communicative games.

1. Sorting, ordering or arranging games. For example, students have a set of cards with months, and they have to arrange those cards in order.
2. Information gap games. In such games, one or more people have information that other people do not, and they have to exchange their information to complete a task.
3. Guessing games. These are a variation on information gap games. For instance, one student who has a flash card cannot show it to others but must instead mime it to others, and then other students have to guess the word from his or her performance.
4. Searching games. These games are another version of two-way information games, with everyone seeking and giving information. For

example, everyone is given a clue to find out who the criminal is. They have to ask and then reply to their partners to solve the problem.

5. Matching games. As the name implies, participants need to find a match for a word, picture, or card.
6. Labeling games. These are a form of matching game. The only difference is that the participants match labels and pictures.
7. Exchanging games. Many card games fall into this category. In these games, students barter cards, objectives, or ideas.
8. Board games. "Scrabble" is one of the most popular games in this category.
9. Role playing games. Such games involve students in playing roles that they might not play in real life. They might also be employed to get students to practice set dialogues.

#### **2.3.4 The Advantages of Game in Learning**

Games are one of activity that can make students enjoy in learning even it is fun activity but students are indirectly learn from the game which the materials include in the game itself. While the main reason why games are considered effective learning aids is that "they spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses" (Avedon, 1971). That is why teacher can introduce students to new ideas, grammar, knowledge and so on which students can learn from game. According to Deesri (2002) that there are some advantages of using games in learning, they are:



1. Students often feel uncomfortable and insecure in class, which inevitably affects their ability to learn, so games can help lower their anxiety, make them feel comfortable, and want to learn more.
2. Students learn without realizing that they are learning (Schultz, 1988.) but by playing game, they learn unconsciously-learn without realizing they are learning. Students stop thinking about language and begin using it in a spontaneous and natural manner within the classroom (Schutz, 1988.).
3. Increasing students' proficiency. Playing games in the classroom can enormously increase students' ability in using language because students have a chance to use language with a purpose in the situations provided.

## **2.4 Monopoly Game**

Monopoly game is one kind of board game which is familiar to play for people. Moursund (2007) says Monopoly has a square board, with each side having 10 squares on which a player's piece can land. Each player has a marker—perhaps a figurine—to mark his or her position of the board. A player rolls a pair of dice and moves the total of the two dice. Randomness is also involved in the two shuffled decks of cards called Chance and Community Chest.

Based on the explanation above, in this study the researcher will modify monopoly game which it appropriates with the students need in junior high school and based on the curriculum in order to promote students' speaking ability

especially on descriptive text, which students can describe a particular object orally by playing monopoly game.

In this monopoly game, there will be eight squares in each side. It is composed of a board, player cards, instruction cards, a dice and pawns. There is a picture in every square which appropriate with the instructions. The cards contain of instructions for the players. While to mark the position of the players, every player will have a pawn, and for a dice is to roll to random the position of the players.

#### **2.4.1 Monopoly Design**

As the previous definition of monopoly game stated by Moursund (2007) that it is board game which has four sides and every side contains ten squares. The cards, a dice, pawns and money are included to this game. In this study, the researcher uses monopoly game on students' speaking ability. The researcher will modify the game based on the material of standard competition of the first semester of the eighth grade of junior high school.

The board will be designed by using CorelDraw X.6. Every side will consist of eight squares which there is picture in every square. For the pictures on the board will be taken from internet. The pictures which are presented appropriate with the instructions stated on the cards. So in this game there will be some cards for the instructions, a dice to move the position as a number they get after rolling it and pawns to mark the position of the player. While monopoly in general uses money, but not in this game. The researcher will change the money by giving points which stated on the square. The points can increase or decrease

depends on the points stated on the square and the instructions whether they can answer or not of the instructions. The points will be noted in the player cards.

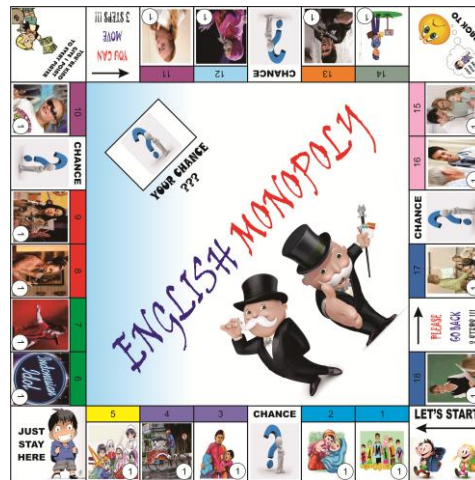
After the game is finished, who gets higher points is the winner.

The board of monopoly game is printed like banner with the size 40 x 40 cm, so the material is not easy broken and can be used many times. In this game the researcher will made 3 kinds of different monopoly. So in every meeting students will play 1 topic of monopoly game in order to make students can understand well about the topic by describing something orally through the game.

The first monopoly game will be designed based on the topic that is about describing people. All the instructions on the monopoly cards are about describing people, so in this topic which stated on monopoly game, students will understand well and can describe people like describing their friends, family, teacher and others.

The second monopoly game will be designed based on the topic that is about animals. All the instructions on the monopoly cards are about describing animals, so in the topic which stated on monopoly game, students will understand well and can describe about animals.

The third monopoly game will be designed based on the topic that is about things. All the instructions on the monopoly cards are about describing things, so in this topic which stated on monopoly game, students will understand well and can describe things.



Picture 1: the example of board of monopoly game

#### 2.4.2 The Procedure of Monopoly Game in the Classroom

This monopoly game can be played by four to six players. Students will be divided into some groups. All players in a group can play this game and one of the players in every group should be a leader to manage or control when the game is played and for the teacher just as a controller and guide students so the game can run well.

There will be three kinds of monopoly game that will be applied by students as some topics were mentioned before. At the beginning of study, the teacher introduces about the purpose of study. Then before the game is introduced and played by students, teacher explains first about descriptive text and speaking on descriptive text and give the example in describing certain object, so students will understand well about speaking on descriptive text and can describe a particular person, animal and thing orally.

In the next meeting, after students understand well about speaking on descriptive text. Teacher introduces monopoly game that will be played by them

as a media to promote their speaking ability. Teacher explains how to play the game and the rule of the game. The first topic that will students play which is stated on the monopoly game is about describing people. While animals and things will be played on the next meeting after it.

In playing monopoly game, students should read the rule of the game. Every player has pawn to sign their position. Before the players play, they should roll a dice and move their pawn as a number they get in a dice, then they should take one of monopoly cards and do the instruction on the card, for example the instruction on the card is “Who is the picture on your place now?, please describe what does she look like?”. From the instruction students should speak and describe it. After that, the player will get point which is stated on the place that he/she is in and collect the point in the player card. In the end of the game, who gets the higher score is the winner. The point will be given to students to make students interest and spirit to collect the points to be the winner, but the important think of this game is that students can describe particular object orally. After the game finish, teacher checks the students speaking ability by asking them to describe something that they have described on the game.

#### **2.4.3 The Advantages of Monopoly Game on students’ speaking ability**

As the advantages of game in learning, monopoly game also has advantages on students’ speaking ability, they are:

1. It can make students enjoy in learning speaking skill.
2. It can make students interest to learning speaking skill.

3. It can make students active in speaking class while playing the game especially in describing a particular object.
4. It can build communication among players.

## **2.5 Review of Previous Study**

The review of the study is made to avoid unnecessary study and to avoid any duplication. The researcher has found some studies about monopoly game. The first, Mufiddah & Rachmajanti in their study, they developed monopoly game by the title “Developing a Prototype of English Monopoly Game for Teaching Speaking to the Tenth Graders of SMK”. The purpose of the study was to develop a game named English Monopoly (Emon) as a medium for teaching speaking to the tenth graders of SMK. The result of the study showed that students who were usually reluctant to respond became brave to speak English and students who are usually passive should speak up. The second, Istikhomah (2014) did the research by the title “ The Use of Grammar Monopoly Game to Improve Students’ Mastery of Simple Past Tense “. In her study, she used grammar monopoly game as a teaching media in the process of learning English at VII C students’ of SMP N 2 Tuntang and the result showed that monopoly game could improve students’ understanding on Simple Past tense.

Based on the previous study, by using monopoly game the result showed that it could improve students’ ability or understanding in learning English. So that, the researcher wants to know whether monopoly game has significant effect on students’ speaking ability especially on descriptive text which the researcher will modify the game that appropriates with the material. Therefore, the researcher

is going to propose a study entitle “The Effect of Monopoly Game on the Eighth Grade Students’ Speaking Ability at SMP Muhammadiyah 1 Gresik”.

In this study the researcher chooses this game because this game is interesting to play and there is interaction among players which can build students’ confidence and promote their speaking during the game. The similarity between this study and the previous studies are the media, in this case is monopoly game. Meanwhile, the differences from the previous studies are the research design, the subject, the design of the monopoly game and also the material. In the previous studies, in Mufiddah & Rachmajanti’s study they used R&D (research and development) design, the subject was the tenth grade of SMKN 11 Malang and the material was about simple conversation. While in Istikhomah’s study she used an action research design, the subject was the first year of SMP N 2 Tuntang and the material was about simple past tense but in this study the research design is experimental design, the subject is the eighth grade of SMP Muhammadiyah 1 Gresik and the material content focuses on short monologue text that is descriptive text.