CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents and discusses about some definitions or theories related to this research. A conceptual framework that shows the importance of the study is also presented here.

2.1 Definition of Speaking

Speaking is productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought, and opinion about the world. Through speaking, people can communicate with others directly or indirectly. It is like what Brown and Yale (1989:14) state that speaking expresses need-request, information, service, and so on. According to Richard (2007:13), speaking is oral expression that involves not only the use of right patterns of rhythm and intonation but also right words order to convey the right meaning. Mackey (2007:13) defines speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words order to convey the right meaning. Thornbury (2007:1) states that speaking is so much a part of daily life that we take it to granted. It means, by speaking people can express their ideas and purpose orally to the listeners. Because of that, learning speaking of foreign languages need more practice. The researcher here states that speaking is one of English skill that should be learn by students, it is not only to follow curriculum in the school but also for their ability in the future to get a good job, realitionship with others and have good quality. In the future the

students can use their ability to communicate, give ideas and opinion with other people.

Speaking needs more practice because there is not only meaning to speak fluently but also to use grammatical rules and vocabularies. According to Harmer (2007:123), there are three basic reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities or chances to practice real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all the languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become. This means that they will be able to use words and phrase fluently without very much conscious thought.

From the definitions above, it can be concluded that speaking is an ability to express something. It is the most important skill of language which is about expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, persuade, and entertain other people.

2.1.1 Aspects of Speaking

There are some aspects of speaking that should be mastered if the people want to speak well. The aspects are accent, grammar, vocabulary, fluency, and comprehension that should be mastered by learners in order to have better speaking skill (Brown, 2001).

1) Accent

Language accent of one speaker and other is different. This is because every person has their own way in saying words depending on the cultures that the speakers have. Roach (2009) states that there is no speaker who can be taken to represent a particular accent or dialect in this world. Accent focused on pronounciation. When speaker say, they will give an emphasis to certain words suitable and pronounciations.

2) Grammar

Grammar is very important in speaking accuracy. According to Nunan (2003:154) grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately.

3) Vocabulary

Vocabulary is a foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. In other words, the requirement for students who want to have a good speaking ability is mastering vocabulary. Harmer (2007) says that if the students have more vocabularies or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.

4) Fluency

Fluency according to Mary Spratt and friends (2005:34) is speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in the student"s speaking. It is a parameter of students" speaking ability goal. It deals with the quality of the way they speak fluently.

Fluency is described as the capability to speak communicatively, accurately and fluently. Fluency typically refers to convey oral language freely with no interruption. In teaching learning process, if the teachers would like to confirm students' fluency, the teacher lets students to communicate themselves freely with no interruption. It will help students speak easiness and fluently. The teacher will not correct immediately while the idea being many corrections get in the ways with the run of conversation (Pollard, 2008:16). As proposed by Harris and Hodges (1995:14), fluency is capability to speak automatically and quickly. It means that speaker should be able to talk automatically and quickly.

5) Comprehension

Comprehension is a capacity to process and perceive stretches of discourse, Formulating demonstrations meaning of sentences. According to Hornby (1995:235), comprehension is the power of understanding. It means that comprehension is one of important aspect in the speaking process. For oral

communication certainly requires a subject to respond and speech as well as to imitate.

Comprehension of second language is not easy to learn since it is not straight observable and must be understood from nonverbal and overt verbal responses, by the intuition of the researcher or teacher or by artificial instruments. Comprehension points to the fact that members fully know the nature of the research assignment, even when the process are complicated and involve risks (Cohen et al., 2005:51). As a result, in speaking can be stated that the comprehension points to the speaker's understanding about what they are speaking to the listeners in turn to keep away from misunderstanding information additionally, it is purpose is to create the listeners easily to receive some information from the speakers.

From some explanations above, it can be conclude that if people want to speak clearly, so they should mastering component or aspect in speaking skill, if the people less one of them so their spoken language will difficult to be understood by listener. By practicing every day they will be able to master all of the components of speaking skill.

2.1.2 Problem in Teaching and Learning Speaking

There are some problems which common happen in speaking class including lack of knowledge, mother-tongue use, uneven participation and inhibition (Ur:1996). The first problem is lack of knowledge. According to River (1968), lack of knowledge means students have nothing to say because teacher

does not choose appropriate topic related to them. It is difficult for the students to respond when the teacher ask about that topic because they do not have ideas to express it. The second is mother-tongue use, some of students use their mother tongue because it is not difficult. According to Harmer (1991), there are some reasons why the students use mother tongue in the classroom. 1) If the students do not know the topic well, so they will use their mother tongue to make them easy. 2) The students will use their mother tongue if the teacher did not ask them to speak English. The third problem is uneven participation, each student will have little time to talk because just some of them can speak and usually there are some students will dominate in the class. The last is inhibition, if students want to speak foreign language they usually feel inhibition because they afraid to make mistakes and feel shy with other friends.

According to Brown (2001:270-271) there are some problems which make speaking difficult such as:

1. Clustering, it means that not word by word but easy speech is phrasal. Through clustering, students can categorize their output both physically and cognitively.

2. Redundancy, it means the orator has a chance to make meaning more understandable through redundancy of language and students can take advantage of the feature of spoken language.

3. Performance variables, it means that one of the benefits of spoken language is the method of thinking as you converse lets you to obvious a certain number of pauses, corrections performance hesitation and backtracking. Learners can

be taught how to hesitate and pause for example we put certain fillers such as *"well, I mean, like, you know, um, etc".* In those hesitation phenomena which make the difference between native and not native speakers.

4. Stress, rhythm and intonation, it is the most essential of English pronunciation. Its intonation patterns and stress-timed rhythm in spoken English express important messages.

5. Colloquial language, it means that make your students are sensibly well familiar with phrases, idioms, words of colloquial language and obtain practice in creating those forms.

Hosni (2014:123) identifies some factors which cause speaking difficulties such as: Students does not have motivation to convey themselves, they are worried to make mistake and get critism or shy. They have limited time or only a few participant can speak at the time because of large classes and some students will dominate speak in the class and others will speak not at all or just a little. Students tend to use their mother tongue because it is easier than use foreign language. But if they usually use mother tongue, so they will not usual to speak English and their tongue feel stiff.

From the explanation above, those problem in speaking are possible to obstruct students' language development in the teaching-learning process. Thus, in teaching speaking, teachers should always encourage the students, not allowing students to become discouraged when they make mistakes. They have to understand that making mistakes is part of the learning process. Then, teachers

should provide some classroom speaking activities in which students can engage actively.

2.1.3 Teaching Speaking

Teaching is guiding learners in studying and getting new knowledge, skills and attitudes. While teaching speaking is the activity of teacher in conveying information or knowledge about speaking skill to the students. Furthermore, teaching speaking can be used as the basic knowledge and also more significant aspect to be taught. According to Nunan in Kayi (2006:1), teaching speaking means that the teacher teach ESL learners to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgements, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Based on the statements above, it means that speaking is very dominant aspect that always needed in teaching and learning process. So that, teaching speaking becomes more significant to be taught in the classroom.

Some important points are applied in teaching speaking process. They are:

1. The Principle of Teaching Speaking

According to Thornbury (2005), there is discovery approach in teaching speaking goes through three stages such as raising awareness, appropriation and autonomy.

a. Raising Awareness

Rasing awareness is the first stage in teaching speaking that aimed to make learners more aware of language and improve their understanding, but do not involve learners in using the language themselves. When the teacher teach, he/she starts by raising learner's awareness. The starting point should be a recorded spoken text: a conversation. The choice of the conversation is of paramount importance. Awareness involves three process, they are:

- Attention
- Noticing
- Understanding

b. Appropriation

Appropriation is the second stage in a speaking lesson. Scott Thornbury (2005: 63) states that appropriation is the "act of taking over the ownership of something". In line with social constructivism, this stage is other regulated. Through collaborative work and interaction, appropriation aims at self-regulation

by the end of this stage. Appropriation it can be called as guided activity because here the students still guiding by the teacher.

The example of appropriation activities are drilling, chants, memorizing scripts, task repetition, writing, reading aloud, and communicative tasks. This practiced control attempts to foster the spoken language features highlighted at the awareness-raising stage. These features can be some discourse markers, lexical chunks, stress and intonation.

c.   Autonomy

After the appropriation stage, learners reach a level where they have to use the language with minimum intervention on the part of the teacher. Autonomy is thus the result of "the increased automaticity of the learner's language production". In fact, the skill to automatize the more mechanical features of a task contributes to freeing attention for higher-level activities. According to Scott Thornbury, the following features characterize autonomy activities:

- Productivity

- Purposefulness

- Interactivity

- Challenge

- Safety

- Authenticity

The autonomy stage includes activities such as presentations and talks, stories, jokes, and anecdotes, drama, role play, simulations, discussions, debates,

conversation and chat. This stage is meant to give free vent for learners to use the language to carry out a task.

2. Key Concept of Teaching Speaking in the Classroom

Spartt, Pulverness and Williams (2005:157) say that the key concepts of teaching speaking in the classroom are: 1) Teachers can develop learners' speaking skills by focusing regularly on particular aspects of speaking: those are fluency, pronunciation, grammatical, accuracy and body language. 2) Learners do controlled practice activities in which they have opportunity to use the new language that have been taught by the teacher. 3) Tasks and less controlled practice activities give more opportunities than controlled activities for learners to practice communication, interaction and fluency. 4) Sometimes learners speak more in class when they have a reason for communicating, to solve a problem or to give other classmates some information they need. 5) As speaking is such a complex skill, learners may need a lot of help to prepare for speaking, practice of necessary vocabulary, time to recognize their ideas and what they want to say, practice in pronouncing new words and expressions, practice in carrying out a task, before they speak freely. 6) Learners, especially beginners and children, need much time to process all the new language they hear before they produce it in speaking. 7) The activities in a speaking lesson often follow this pattern: a) Pre – teaching: an activity that teacher do at the first time. Here the teacher activating students' background knowledge and give marming up to the students in order to create the spirit of the students. b) Whilst – teaching: Practice activities or tasks in

which learners have opportunities to use the new language. Here the teacher introduce the new material and explain the whole material to the students clearly and the students listen it. c) Post – teaching: activities in which learners discuss the topic freely and ask the teacher about the language used. In the end, teacher conclude the material together with students and give feedback like ask the students about something related with the material that have been learned in order to know whether the students really understand or not.

2.1.4 Assessing Speaking

Assessing speaking is difficult to do because several factors may influence teacher's opinion on giving score. Speaking is multifaceted skill needing the simultaneous use of dissimilar ability which frequently expands at different functions. One teacher with others can give different score of speaking. Such as giving ranging score from 5 to 1 is very difficult to do because the line of dissimilarity between stages are quite not easy to identify. According to Brown (2004:140) stated that to solve that problem, teacher requires giving various scores for each answer and every score stand for one of various scores for each answer and every score stand for one of various features such as grammar, fluency, comprehension, pronounciation, and vocabulary use. There are two key methods for assessing oral speech. Those are analytical and holistic scoring. The analytical scoring is final product by breaking down into criteria parts and every part is scored sparately. It is become specify into two feature to be assessed every performance level and offers a separate score for every performance. The process

of this method engages the separation of a variety of features of a convention (Park, 2004 in Tuan, 2012:1). This process is used to know the weakness or strength and detailed feedback from student's performances.

However, the use of holistic method employs numeric rating to give score of student's performance (Iwashita and Grove, 2003:26). The process of this method is seeing the achievement of learners in language learning. Each method has advantages and disadvantage. The advantage of holistic method is quick scoring, efficient for bis group scoring, more realistic, and provides an impression of students' achievement. It does not over detailed information, it is not easy for scores to make a decision on one overall score and it does not diagnostic. On the other hand, disadvantage of analytic scoring is needs many time to score speaking performance, offering more essential diagnostic information of students' speaking ability.

Assessment has main role in teaching learning process. By assessing students, teacher can measure their student's understanding materials that have been giving in their classroom. That is one of the significant aspects to test student's comprehension. According to Fulcher and Davidson (2007:196), assessment becomes not really damage set of actions but rather way see the evidence available of learning activities which focus on student's practice. In teaching leraning process, learners have to more lively to practice what have done explained by the teacher in classroom. The function of assessment is as guide

teacher to give score to students and help them to recognize what knowledge, activities, and understanding which help their progress.

From those explanation, it can be conclude that assessment in speaking skill has main role in language teaching process. From those activities, we can know which task or strategy that can help students understand material and can measure their ability that they get in the class.

2.2 Guessing Game Technique

Researcher conducts guessing game in teaching speaking in order to know the significant effect of it. So, in this part the researcher will explain more about guessing game. Guessing game technique is a way of game to guess an object such as a verb, noun, abstract noun or phrase by giving many clues to the guesser as much as possible. Guessing game can be adopted from a television and radio, which creates the teaching and learning situation based on the student excitement of playing game. In guessing system, every student has time and chance to practice speaking and gives the clues to others until they can guess it correctly. So, in applying the game, students are much courage in thinking what they want to say.

Klippel (1994), say that the basic rule of guessing games is eminently simple: one person knows something that another one wants to find out. How this is down is determined by an additional sets of rules. As the person guessing has a real urge to find out something, guessing games and as such are very important for foreign language learning. In those statements mentioned that there is an

additional sets of rules. So, this means that the teacher must give the rules such as, ask the player to give a clue about something that written in a lottery paper, picture, or box. The words or something to be guessed have to different from game to game. It purposes to avoid the students bored so that they can practice English fun by using the game. Dwi (2009:16) also said that guessing game give students to do not feel bored during learning process.

From the statements above, it can be said that guessing games are interested by students all of ages from children to adult, and it encourages the learners to communicate because it is combination between language practice with fun and excitement. So, it means that guessing games gives more opportunities to improve speaking skill of eight grade students as the beginning learners who start to learn English formally. By using guessing games technique in teaching speaking made students really were active and looked happy in learning process.

2.2.1   The Kinds of Guessing Game

There are some kinds of guessing game. Based on Marsland (2012:22-23), there are many guessing games based on the concept of one person "knowing", and the rest of the class "guessing". These all involve "yes/no" questions. Below, there are some techniques of guessing games that using "yes/no" questions:

a)   I-spy

This involves the "knower" giving the first letter of an object he or she can see, and the rest guessing what it is. Each puzzle traditionally begins with the

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form I spy, with my little eye, something beginning with A, where A becomes the student's chosen letter.

b)   Twenty Questions

The essential rule of this game is that someone knows something and others must find out what it is (Wright, 2005). This game is a useful teaching technique since it can create a true communicative situation and combine the language practice in fun and excitement ways. Procedures: Students are divided into some teams. If team A is in charge, so team B has to find out what the picture is by asking only "yes/no" questions such as "Is it a place? Is it for dinner?", and the chairperson of team A can answer the question in a complete answer like "no, is it not" or just in short answer like "yes/no". If team B can find out what the picture is in less twenty questions, team B will get point. At this phase, the teacher should arrange how many point that the team B will get if they can answer it in just five questions, ten questions, or fifteen questions, e.g. in or less than five questions, the team will get 20 points, in or less than ten questions the team will get 15 points, and so on. After the group can guess all of the pictures, they should write it down as the keywords to make short functional text based on that keywords.

c)   The Coffe-pot Game

This is also frequently used in many language classrooms, and can target any grammatical category, although verbs are particularly suitable. In each question the world "coffee-pot" is used instead of the word which the

questionaire is trying to guess (and which the "knower" might have written down on a piece of paper).

d) Guess Word

This game is suitable played by the students in the whole class or in the groups. Guess the word can be used for abstract nouns. It involves one player that must give clues related with the word and other students in the groups have to guess it. While the other student in the groups try to guess, the player can answer "yes/no" about the right guess.

Based on the explanations above, the researcher choose "Twenty Questions" in applying Guessing Game technique in this research because through that game, the students can communicate and interact with others. One of student showing the pictures in front of the class and other group should guess the pictures.

2.2.2   The Procedure of Interactive Guessing Game Technique

According to Wright (2005), steps to use interactive guessing game technique in the classroom, they are as follows:

a. Devide the students into some groups, each group consist of 4 students. There is a chairperson of each group.

b. Before starting the game, the chairperson of each group should *hompimpa* first.

c. The winner will get 4 pictures from the researcher as the key words that should be guess, each picture cut into some parts. For example; if group A as the winner so, the chairperson of group A is in charge by showing the pieces of pictures one by one in front of the class while group B should guess who, what, where it might be.

d. Group B has to guess it by asking yes/no questions by turns such as "Is it a place? Is it for sleep? Is it for playing football? Is it public place?"

e. The chairperson of group A can answer the question in complete answer like "No,it is not" or just in short answer like "Yes/No".

f. If group B can guess pieces of pictures using less than 20 questions so, group B will get point.

g. The teacher should arrange how many points that group B will get if they can answer it in just five, ten or fifteen questions.

h. After the group can guess all of the pictures, they should write it down as the keywords.

i. The chairperson of group A give a clue for example; "itu adalah kata kunci yang dipakai Rina mengirim pesan kepada ibunya, now please make a short message based on the key words that you get".

j. Group B discuss with their group and make a short message based on the key words, after that one of the group should deliver it in front of the class orally

k. Each groups are work in turns.

2.2.3   Advantages and Disadvantage of Using Guessing Game Technique

According to Hidayat (2015), the advantages of using guessing game technique in teaching speaking as follow:

1) Guessing Game can be used as a new technique in teaching and learning process.

2) Guessing Game can make the speaking lesson more enjoyable because the students did not get bored during the lesson.

3) Guessing Game can motivite the students to speak English easily.

4) Guessing Game can make the students interested to speak English with try to guess word in the guessing games activity.

5) Guessing Game can show possitive attitudes of each students in the process of learning because it can make the students enthusiastic to learn.

6) Guessing Game can enlarge knowledge, enrich vocabulary, receive and send message, and also problem solving.

7) Guessing game can increase students' confidence, create well condition and enjoyable in the classroom.

8) Guessing game are the games which are played in group, so it could teach the students how to cooperate with their friends.

Based on the advantages of Guessing Game above, there is also disadvantage of it. The disadvantage of using this game will happen if the teacher could not use the time effectively and efficiently it can make the students crowded

by her/himself. So, the researcher should manage the time as well as possible in order to make the learning process effectively and efficiently.

2.3 Review of Related Study

There are several previous studies that support this strategy which can be implemented effectively and efficiently in the class. The first was conducted by Fitriana from Yogyakarta in 2012. She wants to improve students' speaking skill through guessing game technique. She conducted the study at sevemth grade of SMP Muhammadiyah 1 Seyegan Yogyakarta in first academic year of 2012/2013. The design is using Classroom Action Research Design (CAR). The research was conducted in two cycles. The data were obtained by interviewing the English teacher and the students of grade VII A, observing the teaching and learning process, taking pictures of the teaching and learning process. The instruments were the researcher, photo camera, interview guidelines, and questionnaire. The data were in the forms of interview transcripts, field notes, photos and questionnaire scores. The validity of the data was obtained by applying the democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity. The result of this study showed that the implementation of guessing games in the speaking class is believed effective to improve students' skill to learn speaking English, maximizes students' participation during the speaking activities, and reduces the students' boredom on learning. This implies that the implementation of guessing games gives the positive effects on improving students' skill in speaking English.

Second previous study conducted by Herliani from Bandung in 2013. She conducted this study because she want to improve student's speaking skill using guessing game. The research conducted at seventh grade students of Junior High School in Bandung. One class will be chosen as the sample of the research and it will chose randomly without a purpose. The design is using both qualitative and quantitative approach. Qualitative data obtain through interview and observation. While, quantitative data will collect through speaking test. The aim is to find out the advantages and disadvantages of guessing game on student's speaking skill in order to improve teaching and learning process. Nita's study was not complete yet because in her study does not show the result of test. So, the reader did not know whether guessing game can improve student's speaking skill or not.

The third previous study is by Safitri, Wijaya, and Husin in 2014. The aim is to know the effectiveness of guessing game toward student's writing skill on descriptive text. The design is using quantitative research and the aim is to investigate the effectiveness and the effect of using guessing game in students' writing on descriptive text. The result showed that the use of guessing game significantly improves students' mastery on writing descriptive text, because the mean score of post-test is better than the mean score of pre-test. But, suggestions of their research that is to apply guessing game in other skills in other genres. So, the researcher here will conduct this study using guessing game technique in speaking skill with different genres.

The fourth previous study conducted by Supriyatna in 2014. The research was conducted in order to make an effective teaching and learning vocabulary at second grade students of MTs. Darussalam South Jakarta. The research included memorizing vocabulary and how to applied the new vocabulary in it's context. The aim of the research is to make an effective teaching vocabulary to second grade students of MTs. Darussalam by using guessing game. This research was using quantitative approach. The technique of collecting data in this research was test. The test was consisted of two test; Pre-test and Post-test. The findings of this research states that there was a significance in the students' score learning vocabulary using guessing game. The researcher conclude that teaching vocabulary using guessing game is more effective than only using memorizing method because game is more interesting and fun. So, the result showed that guessing game is appropriate to be used in order to increase students' vocabulary.

The researcher does this study according to the fifth previous study by Resti, Erni, and Mahsyur (2016). The study is conducted at seventh grade of MTs. Hasanah Pekanbaru. The design is using quantitative design. The aim was to find out the improvement of students' speaking ability through Guessing Game technique at MTs. Hasanah and to find out the effectiveness of guessing game technique in improving students' speaking ability. The score showed that the highest score increased in speaking aspect is in comprehension. Meanwhile, the lowest score is in fluency aspect. It is because of the implementation of Guessing Game technique is using teacher center. The result showed that theory of Guessing Game is sigficant for comprehension aspect. Because students can

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comprehend what teacher said and guess an object by comprehending the clues from the teacher. So, the students get high score in comprehension aspect but not in fluency aspect.

Based on the previous studies above, there are differences and similarities between those previous studies with the present study. For the differences in this study with others, the researcher want to change the name from Guessing Game become Interactive Guessing Game technique in order to different with other studies. The researcher add the word Interactive because there is communication and interaction between student who giving clues in front of the class and other group who should answer the guess. The other differences is in the level of implementation and also research design, because the first previous study used CAR design and the second used both qualitative and quantitative design while this study will use quantitative design. Next is about the ability, because this research will conduct in speaking ability while the third and fourth previous studies in writing ability and vocabulary. The last is about the focus between those previous studies and this study are almost the same which is all of those studies are identify achievement, improvement, effect, attitude of students by using guessing game technique in the learning process. For the similarity, the researcher focus on the implementation of guessing game technique as teaching strategy in the class which focus on fluency student's speaking skill.