

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Speaking

2.1.1 Definition of Speaking

According to Ur (1996,120) from all skills in English language (speaking, listening, reading and writing) speaking is the most important one. Eventhough there are many reasons to learn English as a foreign language, but a primary motivation is to be able to communicate with the speakers of that language. It explains why so many language learners are very interested in speaking skill.

Speaking is one of the skills that have to be mastered by the students in learning English. Many experts define speaking in different ways. Brown and Yule stated that speaking is very important because it support us to express our feeling such as need, service, etc. The speakers say words to the listeners not only to express what in her mind but also to express what they needs whether information or service. Most people might spend of their everyday life in communicating with other. Communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views or feelings.

In short, speaking is an activity at least two people as the speaker and the listener, and they know what exactly they talk about. The speaking

skill is the ability to perform the linguistic knowledge in actual communication.

Cited in Riestha, speaking is also one of language arts that is most frequently used by people all over the world. The art of speaking is very complex. Generally, there are at least four components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation and fluency.

a. Comprehension

For oral communication certainly requires a subject to respond our speech as well as and how we can make they understand our speech.

b. Grammar

It is needed to arrange a correct sentence in conversation. The ability to manipulate structure and to distinguish appropriate grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

Someone who cannot communicate effectively or express their ideas it caused they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

d. Pronunciation

Pronunciation is the way for students to produce clear language when they speak. It deals with the phonological process that refers to the

component of a grammar made up of the elements and principles that determine how sounds vary and patterns in language.

e. Fluency

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speakers does not have spend a lot of time searching for the language items needed to express the message.

2.1.2 Teaching Speaking

Students often think that ability to speak the language is the product of language learning, but speaking is also a crucial part of the language learning process. Oral competence is an main goal for many learners in studying English (Richard and Renandya in Griffiths,2008 2006). Meanwhile, Nunan (2003:54-56) has divided the principles for teaching speaking into five categories, they are:

1. Be aware of the difference between second language and foreign language context. Speaking is learned in two broad contexts: foreign language and second language situation. A foreign language context is where the target language is not the language of communication in society. A second language context is one where the target language is the language of communication in the society.

2. Give students practice with both fluency and accuracy

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently with few hesitation or unnatural pauses, false starts, word searches, etc. The students have to be given the opportunities to develop fluency of the teacher interrupting them to correct their oral errors. Both fluency and accuracy should go hand in hand. The teachers have to consider that making mistakes is a natural part of learning a new language.

3. Provide opportunity to the students to talk by using group work or pair work. And limiting teacher talk.

The teachers have to consider how much they have talked because they have to give opportunity to the students to talk as much, so that they can develop both fluency and accuracy. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lesson. Pair work and group work can be noisy.

4. Plan speaking tasks that involve negotiation for meaning.

Research suggests that learners make progress by communicating in the target language because interaction necessary involves trying to understand and make themselves understood. This process is called negotiating for meaning and it can practice a conversation or speaking ability.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone for special purpose, include both establishing and maintaining to get someone done, including the exchange of goods and services.

Jeremy Harmer (1998:271-273) suggested on his book, there are some many classroom speaking activities that are currently in use in communication class.

- a. Acting from script

The teacher can ask the students to act out scenes from their course books. Students will often act out dialogue they have written themselves. This frequently involves them in coming out to the front of the class.

- b. Communication games

Games which are designed to provide communication between students frequently depend on the rule so that one student has to a 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, etc.

- c. Discussion

One of the reason that discussion fail if they cannot think of anything to say and they less of confidence. Many students feel extremely exposed in discussion situation.

d. Prepared talks

A popular kind of activity here is students prepare to talk, where students make presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared. However, if possible students should speak from notes than from a script.

e. Questionnaires

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

f. Simulation and Role Play

Many students receive great benefit from simulation and role play. Students simulate a real life (such as business meeting, an encounter in an acro plane cabin, or an interview) as if they doing so. In the real world, either as themselves in the meeting or acro plane or in the real world, or taking on the role character from themselves or with thoughts and feeling they do not necessary share. Simulation and role play in the used to encourage general fluency.

From the principles above, the researcher conclude that speaking is one of the skills in English which is most of students think that is the hardest one. Whereas if students know tips and trick correctly, it will enable the students to speak. One of important aspects in speaking is there is communication or interacting between the speaker and listener. As we know that, the teachers

usually take most of speaking parts in the classroom, so that the students just are given a little bit opportunity to speak. That is a crucial problem in speaking. At the first, perhaps it is difficult to build speaking environment in the classroom or outside the classroom. But there are some classroom speaking activities that can be used such as acting from script communication game, discussion, prepared talk, questionnaires, simulation and role play. And if the teachers can take into explanation problem above, give opportunity to the students to talk as much so that they can develop both fluency and accuracy in speaking.

2.2 Descriptive Text

2.2.1 Social Function

Depdiknas (2004:39) states that the basic purpose of descriptive text is to give information clearly about something, someone or someplace. The social function is to give description about person, place, or certain thing. It means that the students must be able to describe what person, place or thing is like. Besides that, it sometimes describes where the place is located. Descriptive text is rather different from report text which deals with a general class of things, such as an animal, species, architecture, etc.

2.2.2 Generic Structure

According to Depdiknas (2004:52), the schematic structures in generic structure of descriptive text are:

1. Identification: in this part, we describe the phenomenon that we have in mind.
2. Description: after expressing the main point in identification, we will explain it more in supporting detail to give clearer description of particular parts, qualities and characteristic. Since, the study focuses on describing people, the identification will be on the people that are going to describe.

2.2.3 Linguistic Feature

According to Agustien (2004:42) language features in a sequence of the communicative purpose of a text. those involves several linguistic competence of particular text. Moreover, Depdiknas (2004: 52) adds that descriptive text usually signed by the use of:

- a. Certain nouns such as, teacher, house, my bedroom, etc
- b. Simple present tense
- c. Details phrase to give information about subject. For example: the beautiful girl
- d. Many kinds of adjective that are describing, numbering, classifying. For example: two strong legs

- e. Relating verbs such as: my bedroom is very large, I can do many things in it.
- f. Thinking verbs and feeling verb such as: I think my house is very clean.
- g. Action verbs such as: my brother is playing football
- h. Adverbials to give additional information, for example: in the box, on the table, by bicycle, etc.
- i. Figurative language such as smile, metaphor, etc.

Descriptive text is defined as a text which describes someone, something, or particular place in details (Depdiknas:2006). The generic structure are consists of two main components, identification of the subject and the characteristic. Descriptive text is one of the texts that should be thought at the seventh graders students of junior high school. In order to make the students understand about descriptive text, the teachers can use many techniques when teaching learning process is conducted.

2.3 Cooperative Learning

According to Dr. Spencer and his associates at Kagan Publishing and Professional Development:

Cooperative learning is successful teaching strategy in which small teams, each with students of different level of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment

until all group members successfully understand and complete it. Cooperative efforts result in participants striving for mutual benefits so that all group members.

- ⊕ Gain from each other's efforts.
- ⊕ Recognize that all group members share a common destiny.
- ⊕ Know that one's performance is mutually caused by oneself and one's team members.
- ⊕ Feel proud and jointly celebrate when a group member is recognized for achievement.

There are some reasons why we as teachers use cooperative learning. Also many researchers have shows those cooperative learning techniques:

1. Encourage students learning and academic achievement
2. Increase students retention
3. Enhance students satisfaction with their learning experience
4. Help students develop skill is oral communication
5. Develop students social skill
6. Promote student self respect
7. Help to promote positive competition

There are five elements of cooperative learning. It is only under certain condition that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are:

1. Positive interdependence

- Each group member's efforts are required and necessary for group success.
- Each group member has a unique contribution to make to the joint efforts because of his or her resources and/or role and task responsibilities.

2. Face- to- face interaction

- Orally explaining how to solve problem
- Teaching one's knowledge
- Checking for understanding
- Discussing concepts being learned
- Connecting present with past learning

3. Individual & Group Accountability

- Keeping the size small group. The smaller the size of the group, the greater the individual accountability
- Giving an individual text to each students
- Randomly examining students orally by calling on one students to present his or her group's work to the teacher (in the presence of the group) or to the entire class.
- Observing each group and recording the frequency with which each member contributes to the group's work.
- Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answer.

- Having students teach what they

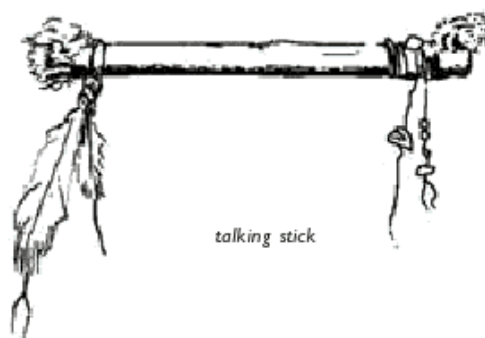
4. Interpersonal & Small Group Skills

- Social skill must be taught:
 - a. Leadership
 - b. Decision- making
 - c. Trust-building
 - d. Communication
 - e. Conflict- management skills
- Group Processing
 - a. Group members discuss how well they are achieving their goals and maintaining effective working relationships.
 - b. Describing what member actions are helpful and not helpful.
 - c. Make decision about what behaviors to continue or change.

In short, cooperative learning refers to methods which are appropriate with active students. It is able to them to develop their English skill. They are responsible for their own learning and try to find out the information to answer question they have. Teacher only as facilitate, give support to the students but not direct to the result of teaching learning process directly. To achieve maximum performance in implementing cooperative learning, there are five elements that should be filled: positive interdependence, face to face interaction, individual & group accountability, interpersonal and small group skill, and group processing.

2.4 Talking Stick

According to Fujioka (1998) Talking stick will be introduced as a listening and speaking methodology that is “Transformative” and it serves. As a bridge to cross- culture understanding in the ESL classroom. Dr. Locus describe the talking stick, according to Native American tradition which said that the talking stick has been used the countries by many Indian tribes in independent hearing. The talking stick was commonly used in council circles to decide who had the right to speak. When matters of great concern would come before: the council, the leading elder would hold the talking stick, and begin the discussion. When he would finish what he had to say, he would hold out the talking stick. And whoever would speak after him would take it. In this manner, the stick would be passed from one individual to another until all who wanted to speak had done so. The stick was then passed back to the elder for safe keeping (Locus:1998)



According to Kisthi Pamulasari (2011) the procedure of talking stick is firstly she put the talking stick in one of the student who sits in front of the corner side, and then she plays a song and also the stick start to walk if the song is stop the student's who hold the stick have chance to mention the instruction of

procedure text based on the theme and then the teacher write down the answer on the white board.

In simple way talking stick is a learning method has been used in classroom. Talking stick is one of the cooperative learning. This cooperative learning is able to the students to be brave to express their ideas. Firstly, the teacher prepares a stick, and then the students make a circle and then listen to the song prepared by the teacher. When, the students are bringing a stick, they have a power to speak. Then, the stick was around from one students to another until all who wanted to speak had opportunity to do that.

2.5 Game

2.3.1 The Definition and Characteristics of Game

Outside the classroom, we know that playing is one of the fundamental human activities. We as human being, it does not care the age we are, we like to play (Gadamer: 1965). On the other hand, playing has a special feature with respect to other basic human activities. When we play, we can pretend to eat or sleep, to do another activity. For example when little girls play “mummy”, they are imitating what mothers do to their babies.

According to Salen and Zimmerman (2004), a game is a structured set of rules that create a space or the magic described in which the playing mode of experience is possible to adults, referred to games as “activities” in which participants follow prescribed rules that differ from those of real

life as they strive to attain a challenging goal. Meanwhile, Gredler (1996, 2004) defined games as “competitive exercise” in which the objective is to be a winner and players must apply subject matter or other relevant knowledge in an effort to advance in the exercise and win.

Games are set of activities with some rules but full of fun. It is enjoyable and separate from the real world. Games mean an activity which is entertaining and engaging often challenging, and in game the learners play and usually interact with other.

Many the teachers use game because they are not only amusing and interesting but also highly motivating the students in learning a language. Johnson and Johnson (1975:75) stated that games are attractive because they are fun and create pleasant atmosphere. While Ersoz (2002) stated that game can be used to give practice many types of communication. Moreover young learners’ characteristic support that game can help them learn English as foreign language.

Brown (1985:317) stated that game involve (1) rules which must be followed (2) competition between individuals or teams (3) determination of a winner.

The teacher might want to try many games in the classroom as a part of the lesson, but there are some factors that must be taken into consideration for selecting game in order to meet the students’ needs. Nguyen and Khust (2003) said that whenever a game is to be conducted the number of the students proficiency level, cultural context, timing,

learning topic and the language classroom setting are factors that should be taken into account.

According to Garris et al (2002: 447) said that game characteristics can describe in terms of six board dimensions or categories:

1. Fantasy

Fantasy in game represents an activity that is separate from real life. Game involves imaginary worlds: activity inside these worlds has no impact on the real world and when involved in a game, nothing outside the game is relevant.

2. Rules/ Goals

In a game, the rules and control of real life are temporarily suspended and replaced by a set of rules that are operative within the fixed space and time of the game.

3. Sensory stimuli

Game implies the temporary acceptance of another type of reality. This imaginary world disrupts the stability of normal sensations and perceptions and allows the user to experience a distortion of perception that is not readily experienced in the real world.

4. Challenge

Malone and Lepper (1987) have claimed that individuals desire an optimal challenge that is we are challenged by activities that are neither too easy nor too difficult to perform. Moreover, there

are several ways in which an optimal level of challenge can be obtained.

5. Mystery

Mystery can be said as curiosity is one of the primary factors that drive learning. Most experts agree that curiosity reflects a human tendency to make sense of the world and that we are curious about things that are unexpected or that we cannot explain.

6. Control

Control refers to the ability to regulate, direct, or command something. Game evoke a sense of personal control when user are allowed to select strategies, manage the direction of activity, and make decision that directly affect outcomes, even if actions are not instructionally relevant.

Based on the statements, the researcher concludes that there are many factors effects the teachers to consider about characteristics of game. It is needed to conduct game which is appropriate with the students need. The students' needs here mean the age, time allocation, and material. When the teachers conduct game, it will not take for granted. The students may wish to play games purely for fun. The teacher, however need more convincing reason. "The teachers need to take into account which games to use, when to use them, how to link them up with the syllabus, textbook or progress and how, more specifically, different games will benefit the students in

different ways (Khan, 1996)". Therefore students will get a good understanding of the language.

2.3.2 Games in Language Learning

It can be accepted that young learners and adults are interested in playing game. By playing game, the students are unconsciously far from worry of making mistake. Game also stimulates the students to acquire the target language without even realizing it.

Almost all of English teachers perceive that the use of game in the language classroom is only just as a time-filler, or a reward and relaxation after the class activity. Hubbard (1991:95) stated that games are often wrongly regarded as end of term activity. It is something to fill the last of five minutes of a lesson. In fact they can be used at all stages of practice from control to free.

Meanwhile, according to Kim (1995:35) there are many advantages of using game in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging
3. Learning a language requires a great deal of effort. Games help the students to make and sustain the effort of learning.
4. Game provides a language practice in the various skill-speaking, speaking, listening, and reading.

5. They encourage the students to interact and communication.
6. They create a meaningful context for language use.

Eventhough the teacher are no stranger to use game (board game, card game, and role plying game) in the classroom, but most of the teachers perceive game as time-filler or ice breaker. Therefore, mostly games are used to fill the last five minutes of a lesson. However game can be used at all stages of language learning process. When the teachers used games within a classroom setting, it can be functioned as a strategy to help the teachers in explaining learning concepts. In language learning, the teachers could consider for using games to encourage the students to acquire target language without even realize it.

2.6 Darts Game

According to <http://www.learnaboutdartsgame.com>, darts game is kind of serious game that has a set of rules and system, this game is very popular in Europe. There are millions of darts game enthusiasts around the world who follow this game. Dart boards are usually made of a material called sisal. This is also the material that is used to make rope. There are varieties of ways dart games are played. The most popular format as a follow:

🎯 301 Dart Game

This is usually played by just two people, but if preferred it can also be played by teams. Each participant starts with a score of 301. It is later subtracted by the score they accumulate. The aim of the game is to reach a

score of zero. Each participant is not allowed to start subtracting points until they hit a double number. (This means that whatever number they hit, they have to hit two). Whoever reaches the score of zero fastest wins the game. If the participant doesn't hit a double to end the game or has a score below zero then that player's turn is considered a bust. That player's game ends abruptly and the score goes back to what it was before at the beginning of his or her turn.

501 Dart Game

This game is played in the exact same way as the 301 game, except the hitting a double at the beginning of the game, so the player can start subtracting the point is not necessary. Like the 301 game, ending the turn with a double is also required. Players also have the option of hitting a double or a bulls eye to win the game.

2.6.1 The Procedures of Darts Game in the Classroom

After explain darts game in the real world the researcher will explain it if that game is applied in the classroom. Darts game is used the researcher in the classroom as a kind of game. Those made of Styrofoam board (color Styrofoam) that sticks on the white or black board. The students have to shoot the arrow on the Styrofoam board. Inside of it there is a picture and a word or phrase related to descriptive text. After shooting the target and it might hit the target, then the students have to describe a picture, a word or a phrase focus on describing someone in speaking.

There is also a prize for the students who can shoot in the middle of Styrofoam board.

The rules of darts game are:

1. Each of the students has two chances to shoot he target. To get the prizes, the students have to shoot in the middle of the Styrofoam board exactly.
2. There are some parts of the board target that include of the students task to describe picture and word or phrase and also punishment, such as:
 - a. Sing an English song
 - b. Dance

There are some advantages of darts game, they are:

1. Motivating and challenging game.
2. Making more concentration for the students
3. Making fun learning in the classroom

2.6 Talking Stick and Darts Game in Teaching Speaking

After knowing the definition darts game and talking stick, the researcher will explain how to implement darts game and talking stick in teaching speaking:

1. The students make a circle then teachers give a stick to one of the students.
2. The students listen to the song prepared by the teacher. After the song come to end. And students who hold a stick also have a power to

speak. The students are free to give a little speech for examples thank you so much for an opportunity, I will shoot the target, please pray for me guys, etc.

3. The students have two chances to shoot the target. To get the prizes, the students have to shoot in the middle of the Styrofoam board exactly.
4. There are some parts of the board target that includes of the students task to describe picture and word. Students should describe people based on the descriptive chart. On the board target there are also punishment such as, sing an English song, tell a short story, etc.

2.8 Review of Previous Study

Review of previous study is made in order to avoid replication. This study is intended to improve students' speaking descriptive ability by using darts game and talking stick. Some previous researchers have done some studies about the useful of teaching aids in teaching speaking. The first is a study conducted in Kisthi Pamulasari by entitled "The Effectiveness of Talking Stick Technique in Teaching Procedure Text to the Seventh Graders of SMP Sunan Giri Probolinggo". In her study, she examine whether there is significance different of students' speaking ability of procedure text between the students who are taught by implementation of Talking Stick and who are not taught by that technique. She used experimental design to complete her study and she chose junior high school students as her subject. She chose the control group and experimental group. This research conclude that there is significant difference of speaking skill between students who are taught using talking stick technique and those who are not taught

by that technique. It can be concluded that talking stick technique can be used to increase speaking skill of the students.

Another study is conducted by Dwiyanti (2009) entitled “The Improvement Students’ Speaking Skill through Guessing Games Technique”. In her study, she uses classroom action research (CAR) design. She analyzed the implementation of guessing game in teaching speaking in the elementary school. They are socializing guessing games, individually or grouping, distributing cards, and asking Question and asking giving answer. The researcher gave speaking skill test before did the presentation of lessons material (pre-test). After giving the treatment, give them some test (post-test) then made calculation of result from both test. The results show that the score of students after treatment was increased.

Based on the previous study, the researcher found that the similarity of this study and the previous study is about use talking stick in teaching speaking. However, there are some differences between this study and previous study. The differences lay on the material, the design of the study, the subject of the study and style of the game.

In this study, the researcher uses darts game and talking stick while the first of the previous study only use talking stick without combine darts game and for second previous study use guessing game. The subject of this study is junior high school students same with first previous study, while the subject of the second previous study is elementary school students.

In this study, the researcher applied the talking stick and darts game with some modification. The researcher combined it interestingly. From that

explanation, it can be said that this research is worth study because it is different with the previous study.