

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents the result of reviewing some relevant theories related to the topic of the study covering speaking as a language skill including definition of speaking, teaching learning speaking, problems in learning speaking, and how to assess speaking skill and Guessing Game.

A. Speaking as a Language Skill

1. Definition of speaking

As a language, English has four skills. They are listening, speaking, reading writing. As a language, however, we mostly use speaking to convey our message then the other three skills. Speaking is a skill to communicate the speech sound for expressing ideas or messages. According to Tarigan (1981:15) “speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message”. According to Flucher (2003:23), academically speaking is one of language skills which very important to be mastered by students in order to be a good communicator”.

Speaking and listening are the key way to get interaction orally which is the most used language skill. The speaker should learn more how to package the conversational speaking well. Many students who were well trained in using language structures have found themselves completely at loss in conducting a conversation with a native speaker of the language because the book form which they learned the language forms failed to emphasize the characteristic of features of everyday spoken language and persistently used outdate or pedantic turn of phrase. In a dialog, students learn important features of conversation such as

greeting; expression of impatience, dismay, or surprise; conventional expression of agreement and polite disagreement; common form of question and noncommittal answer; expletives and exclamation which give the speaker time to search for the correct form to express the meaning; appropriate levels of language for specific situation and relationship (Rivers, 1981:200)

Wallace (1978:98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

2. Teaching Learning Speaking

Teaching is a way to deliver and share some information. According to oxford dictionary (2009:455) teaching is an activity to give lesson to somebody. By teaching some body being taught is hoped can absorb information and knowledge delivered by the teacher.

In teaching speaking students need more practices. The more they practice the more they have chance to improve their speaking skill. According to Rivers (1981:188) “teacher will need to give their students many opportunities to practice speaking they will need to use their imagination in devising situation which provoke the use of the language in the expression of students own meaning, even when the student has limited resources on which draw”. Students who are to speak so as to express their personal meaning need much practice in this process of generating new sentences to suit their purposes. According to brown (2001:267), “The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speaker of the language”.

In teaching speaking process a teacher should not only deliver the information of the speaking, but also being their motivator in their study. One way to motivate them is being closer for them, so they can enjoy the study and highly motivated. According to Hammer (2007:275) there are three roles of teacher in teaching speaking activities, they are teacher as prompter, participant, and feedback provider.

a. Prompter:

Students sometime get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them. Teacher can be leave them to struggle out of such information on their own, and indeed sometimes this may be the best option. However, teacher may be able to help them and the activities to progress to offering discrete suggestion.

b. Participant

Teacher should be good animators when asking student to produce language. At other times, however, teacher may want to participate in discussion and role-play themselves. That way they can prompt covertly, introduce the information to help the activity along, ensure continuing students engagement, and generally maintain the activity atmosphere.

c. Feedback provider

When student are in the middle of speaking activity, over correction may inhibit them and take the communication activeness out of the activity. When students have completed an activity it is vital that we allow them to assess what they have done and that we tell them what, in our opinion, went well.

3. Problems in Speaking

To meet the demand of the three roles of teacher in speaking class, a teacher should really understand how far their students' speaking ability. Yet it is difficult to design and administer such more activities, in many ways, than to do so for listening, reading, or writing. Speaking activities can fail miserably due to some very real problem in English class. According to Ur (1996:121) there are some problems in speaking activities.

a. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degrees of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, simply shy of the attention that their speech attracts.

b. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low participation

Only one participant can talk at a time if he or she is to be heard and in large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speaks very little or not at all.

d. Mother-tongue use

In class where all or a number of learners share some mother tongues, they may tend to use it because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less

exposed if they are speaking their mother tongue. When they are talking in small group it will be quite difficult to get some classes-particularly the less disciplined or motivated ones to keep in target language.

Problems above usually occur in the teaching learning speaking activities.

So the teacher must provide some strategies to overcome them.

4. How to Assess Speaking

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students (Brown, 2003:4).

Brown (2003:141) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

b. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical

of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

c. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like

B. Guessing Game

Guessing Game is one of the techniques learned while playing. As we know, there is a tendency that students always use Mother Tongue in the classroom, so that when students are learning English, a habit that still remains to be done. At school, English classes are usually taught during the middle, or even taught in the last hour, which is usually the students begin to feel lazy and bored. Therefore, it's needed the innovative teaching technique to make students more active in learning English. In speaking, the use of media will be very helpful and interesting, since it provides more image interpretation for students. Guessing game is a game in which an individual or a team trying to guess or to answer a question that has been given the key words associated with the word. Games can be applied in teaching – learning English. This idea is supported by Andrew Wright, Betteridge and Buckby (1989). “Games can be found to give practice in all skills (Reading, speaking, listening, and speaking) in all stages on teaching – learning sequences.....”

The winner of a Guessing Game is usually either the first person or team to obtain all items on the list or the person or team who guess' the most items from the list within a set period of time.

Who started such game? According to Wikipedia.org, Milton Bradley created Guessing Game as a fun party event in 1979s. And all of the participants enjoy it.