CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about review of related literature. It includes the nature of speaking, teaching speaking, the aspect of teaching speaking, speaking material, media in teaching speaking, and the description of board game.

A. The Nature of Speaking

English skill includes listening, speaking, reading, and writing. Speaking seems to be most important skill. As Nunan says that mastery the art of speaking is the single most important aspect of learning a second or foreign language and success is measure in terms of the ability to carry out a conversation in the language.[1]

Based on the statement above as one of the material in English teaching learning process, developing learners' ability to express themselves through speech still to be complicated to do. That is because in speaking there are many components that must known by the learner to support their perfect speaking.

Haris says in his book "Testing English as second language" that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates.[2]

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[1] David Nunan, *Language Teaching Methodology* (New York: International Edition, 1991), 39.
[2] Harris D.P., *Testing English as a Second Language* (New York: McGrawHill Company, 1997, 81.

Says that developing speaking skill in English as foreign language situation is a hand job covering all speaking components covering pronunciation, grammatical, accuracy, word choice, fluency and communicative interactive.[3]

B. Teaching Speaking

Teaching speaking is the process of acquiring and learning one of the four English skills among the student and the teacher. This process needs much time to accomplish. It is usually practical learning. It can be understood easily by practicing.

To make the learning process runs well, especially in teaching speaking, the English teacher should know the principle of teaching speaking. And there are five principles for teaching speaking:

a. Understanding the differences between second language and foreign language learning contact

   1. A foreign language context is one where the target language and foreign language is not the language of communication in the society.

   2. A second language context is one where the target language is the language of communication in the society.

b. Give student practice with both fluency and accuracy

   1. Accuracy is the extant to which student's speech matches what people actually say when they use the target language.

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[3] Siti Muawanah. *The Effectiveness of Teaching Speaking Using Retelling Story, Unpublished Thesis.* (Kediri: *Faculty of English Education Islamic University of Kediri, 2004).* 6-7.

2. Fluency is the extant to which speakers use the language quickly and confidently.

c. Provide opportunities for student to talk by using work or pair work, and limiting teacher talk. Pair work and group work activities can be used to increase the amount of time than learner get to speak in the target language during lesson.

d. Plan speaking task that involve negotiation for meaning. Learners make progress by communicating in the target language because interaction necessary involves trying to understand and make yourself understood. This process is called negotiation for meaning.

e. Design classroom activities that involves guidance and practice in the materials speaking; transactional and interactional speaking.

1. Interactional speech is communicating with someone for social purpose. It includes both establishing and maintaining social relationship.

2. Transactional speech involves communicating to get something done, including the exchange of goods and service.[4]

C. The Aspects of Teaching Speaking

It is necessary to know some aspects in teaching speaking in terms of the following:

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[4] David Nunan, *Practical English Language Teaching First Edition* (New York: Mc Gewn-Hill Companies, p 5, 2003)

1. **The Material of Teaching Speaking**

   Teaching materials represents the product of careful and creative planning on the part of textbook writers. They are no the result of any interactive process of classroom events. They are frequently looked upon as carried of grammatical structures of vocabulary items that have to be introduced to the learners.[5]

   Resource materials include not only textbook, and audiovisual aids purchased by the institution, but also pamphlets, films, posters, etc. which may be supplied by the community.[6] The textbook and/or syllabus for teaching speaking may be organized around grammar points, topical themes, or speech acts.

   Regardless of the syllabus or textbook structure, it is important for a teacher to encourage: students to interact in English because interaction seems to promote language acquisition. The teacher should present the materials as interesting as he or she could to get the students' attention. He can serve it in many forms in order to make the students understand in what he explains.

2. **The Methods of Teaching Speaking**

   There are some methods suggested for developing speaking skill namely:

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[5] B. Kumaradivelu. *Beyond Methods Macro Strategies for Language Teaching* (New Haven & London: Yale University Press, 2003), 46-47.
[6] Mary Ashworth. *Beyond Methodology Second Language Teaching and the Community* (Cambridge: Cambridge University Press, 1985), 41.

1. Role Playing

   One of the methods suggested for developing speaking skill is role playing. That is creating a dramatic situation in a classroom, or in a part, simply acting out dialogues, but also in part relabeling objects and people in the room to prepare for imaginative role playing. Such a roleplaying can help teachers expand the classroom indefinitely and provide natural context for the language being used and encourages the students to speak up without worrying about set patterns, gets them to use their imaginations, and creates an amusing atmosphere that would make them forget that they are in the classroom.

2. Games

   Game is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed atmosphere participate in activities that require them to-use what they have been drilled on. Games are not only suitable for children but also for adult.

3. Problem-solving

   Material which focus on problem solving offer further opportunities for students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them. The basic principle lying behind such activities is that the teacher sets up a situation where there is "an

information gap" among the participants, and this gap has to be bridged either orally or in written forms.

Writer suggest that more advanced students be given problems which require going out into the community or on campus to interview people who can supply concrete information about the problem. Classroom activities include the preparation of informal "script" to be used as guides during the interviews. After the students have completed their research, they present their findings to the class by re-enacting the interview and the answering questions from the group in the guise of persons whom they interviewed.

4. Songs

Using songs in EFL classroom, especially speaking can be both enjoyable and conductional. Songs usually provides a peaceful and happy mood for the listeners. From a pedagogical standpoint, songs can be incorporated into the classroom for a variety of reasons. Songs can be used as materials for discussion, i.e., paraphrasing. In addition Richard suggests that songs can be used, as useful aid in the learning vocabulary, pronunciation, structures, and sentence patterns. Whereas Promeroy suggests that songs can also be used to teach aspects of culture, especially the culture of the target language speakers.

5. Discussion

Group discussion may be composed of three or to five students. If such group work is used regularly and introduced with a careful explanation

of its proposal, the class will soon accept it as a natural activity. The main aim of group discussion is to improve fluency, and grammar is probably best allowed to function as naturally communicative context.[7]

3. The Evaluation of Teaching Speaking

Evaluation is needed in every learning activity. Evaluation can give motivation for the students. The teacher should know the concept of evaluation, the goal, the function, the various type of evaluation. The teacher should be mastery in the function, the techniques and procedures of testing. So, the teacher can do the effective testing, and use the result of testing to repair the learning. By evaluation, the teacher could know the students' achievement so that she can do accurately for the students who have learning difficulties.[8]

There are several important things to be considered of speaking evaluation:

a. Assessing the handling of routine skills

The teacher might make specific assessment in terms of the following:

1. Fluency, as overall smoothness of execution of the task.

2. The discoursal coherence, that is the internal organization of the stages of the discourse.

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[7] Endang Fauziati. *Teaching English as a Foreign Language* (Surakarta: Universitas Muhammadiyah Press, 2005), 127-135.
[8] Ibid., 89-90.

3. Appropriateness: this will include the sociocultural ability to take into account setting, topic, role relationships, formality required.

b. Assessing the handling improvisational skills

This involves two important improvisational abilities:

1. Ability to negotiate meaning.

2. Ability to manage interaction actively and flexibly. This is particularly important where speakers can be expected more active participants.

3. Fluency: that is, smoothness of execution. Ability to negotiate meaning for example, include the ability to use communication strategies with, ease when it difficulties.

4. Appropriateness: this include, the degree of politeness and suitability of timing in turn taking or suitability of the language used in request for clarification or disagreement.

c. Assessing the handling of micro linguistics skills

In the focus on linguistic proficiency at the utterance the teacher may to use the following criteria:

1. Accuracy focusing on both intelligibility and grammar.

2. Range; adequacy and variety of vocabulary employed; adequacy and variety structures employed.[9]

D. Speaking Material

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[9] Cyril Weir. *Understanding & Developing Language Tests* (UK: Prentice Hall International, 1993), 41-42.

Actually when learning about speaking skill, there are many materials that can be used such a dialogue. There are two kinds of dialogues that you need to know. They are transactional ad interpersonal dialogues. A transactional is a dialogue that you need to do if you want to get some things done. For example: to get chicken satay you need to speak to a satay seller. If you don't, you get hungry. And an interpersonal dialogue is a dialogue that you simply do because there is somebody around you. You talk for the sake of talking. So, it can be chatting, gossiping, etc.

Expression of anger and happiness are include in transactional and interpersonal dialogue. So, expression of anger is a strong feeling of annoyance hostility,[10] for example "There is nothing to talk about. Get out of here!" And expression of happiness is happy, pleasure, or exciting feeling, for example "I am so happy today because I've got many gifts."

E. Media in Teaching Speaking

This section discusses about definition of media and the function of teaching media. A teacher should need a media to make their teaching runs well and students will be interest to follow the lesson.

1. Definition of Media

In the teaching learning process, the efficiency and effectiveness are needed to make class more interesting and comfortable. Of course it needs an instrument, it is called media. Word media from Latin language "*medius*", in harfiah its mean middle or vehicle. Gerlach and Ely said that media is human,

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[10] *Oxford Advance Learner Dictionary,* (New York: University Press Ltd, 1995), 39.

material, or event which builds condition make students ability getting knowledge, shill, or attitude.[11] From this understanding. Teacher, books, and environment of school is as media. But, in special understanding media is equipment to catch, process or arranging informal visual or verbal. Teaching media are any instruments which are used to make the communication effective, so that teaching objectives can be achieved totally. An interesting situation of learning a foreign language, in this case by using teaching media will influence student's motivation and interesting to study that foreign language. Based on Gagne and Briggs states that media is equipment to give the material trough using picture, cassette, tape recorder, slide, film, televise, computer and real thing. If the teaching media are prepared accurately and set up carefully, the teaching learning activities will run well, because the teaching media hopefully can motivate the students to study English.

There are so many teaching media and approaches which can be used besides the textbooks. It is expected that these teaching media and techniques of the teaching of the teaching English in the class can make the class more lively and effective.

Teaching media as complete are used by the teacher to communicate with her students. These teaching media can be in the form of things or behavior. The teaching media are not mean to change the function of the teacher, but they are just complements which help the students to learn the lesson, so they can

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[11] Arsyad Azhar, *Media Pembelajaran.* (Jakarta: PT Raja Grafindo Persada, 2003), 3.

reach the instruction objectives. The teaching media can also help the teacher to explain the lesson, giving example and exercise.

These media do not only include expensive such as electronic media such as TV, tape recorder, but also simpler devices such as slides, photographs, teacher made diagram and charts, real object and visiting outside the school. We would even include the teachers as one of presentation media, because after all, like radio and television, teachers spend much pf their time transmitting information to learners. Teacher have order function to perform too, planning and evaluation the lesson.

The teacher can help the pupils to relate the previous and the lesson by reminding them of their experiences and showing the examples, or by using gesture, mime, facial expressions, or maybe just doing what is show in the picture. Hopefully it is enough to bring picture or kind of representation to life.

2. Function of Teaching Media

Teaching media is not meant to change the function of the teachers, but these teaching media just help the teacher to teach the lessons and help the students to understand the lesson easily. It means that the teaching media have many important roles in the teaching learning process. By using teaching media, students can be more motivated to study, so they can spend time effectively. For example, the teacher can provide the teaching aids such as books, magazines, or real things. Also the students can get experiences their time and do some activities which have already been planned.

There are six functions of teaching media, namely:

1. To motivate the students

The interesting conditions of learning of foreign language make the students interested in studying that language (in this case is English). They will be motivated because they fell enjoy studying it and thet do not to forced to study it.

2. To review the previous lesson

By using flash card or pictures files, the cteacher can be help the students to remember the previous lesson, also the teacher can make a link the previous and the new lessons.

3. To provide the stimulus of study for students

The teacher uses a large size of picture for the whole class (as stimulus), and then she asks her students to make sentences based on the picture (as response).

4. To make the students response actively

5. To give feedback immediately

When the teacher shows a flash card with a certain word on it, the students will pronounce the word if they did not have pronounce correctly. And after that the teacher corrects it immediately so the students will pronounce the right one.

6. To develop appropriate practices

The teacher can ask students to make sentence based the media, such as reality, picture files and flash card. By asking the students to make a lot sentence without any mistakes at all based on the grammatical pattern.[12]

In other words, the teaching media are playing many important roles in the teaching of English as a foreign language. Hopefully all of these teaching media can make the teaching and learning activities will be easier and run fluently without and difficulties the lesson.

F. The Description of Board Game

Board game is kind of game that uses board and dice, which the content of board is the material of the speaking, and the dice is a tool for getting chance to play the game. The aim of this game is to develop speaking ability of the student especially in speaking ability, because the students get more "talking time" through this game.

Here some benefits of board games, it help to provide variety in the language learning approach, it help to develop a sense of learner identity, it give the learners a sense of progress and achievement, it provide an excellent opportunity for the students to learn by doing something that is enjoyable in itself, and it can be used to celebrate achievement and to help build positive attitude within the class.

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[12] Devy Anggra Setyowaty. *The Effectiveness of Using Flash Card in the Teaching of Speaking to Young Learners of Tarbiyatul Aulad Kediri.* (Kediri: *Faculty of English Education Islamic University of Kediri, 2011*). 31-32.

While playing the game oral instruction in English encourage students to listen to the language they are learning, try to use same instructions for the same type of task, try to always say these things in English, makes sure the students know the necessary "classroom language" to manage their own group activities in English.

Table 2.1 Classroom Language

- Ok, who wants to go first?
- I'll start.
- Whose turns is it?
- It's my turn
- My answer to number 1 is …
- I think we are finished
- Start again
- Roll the dice
- Can you explain the activity again?
- How much time do we have?

Using classroom language likes this helps students manage themselves within their groups; create an English-only framework for interaction.

The process of playing this game, for the first these board dice game of course requires counters and dice (or spinners as an alternative to dice), it is better to have a number of dice for classroom use, student can make their own counters

from a variety of small objects, colored cards, etc. Arrange seating and tables so it is easy for interaction to take place and for you to move around the classroom. Vary groupings so students don't always speak with the same people, make students understand with the in the board instruction (the statement or the question). Once learners have begun playing, the best strategy is to monitor without interfering too much, and in playing this game all the groups or pairs will not all finish an activity simultaneously, so have something to occupy those who complete the task while others are still playing.

G. Previous Study

There is a previous studies related to the previous study. That is conducted by Maila Huda Shofiyana.[13] She focuses on investigating *"the effectiveness of the board game to develop students' speaking skill for high and low achievers at Ihsaniyah Senior High School of Tegal".* In her study, she applied a quantitative method with a factorial design. Her data were analyzed by using ANOVA.

She found that thesis has five results of data analysis. The first, there is no significant difference between using board game and drilling to the high achievers in speaking at the eleventh grade students of *Ihsaniyah Senior High School of Tegal.* The t-value is 1.296 with the significance 0.216 > 0.05. It means that both of high achievers in different group were effective. The second, there is a significant difference between using board game and drilling to the low achievers

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[13] Maila Huda Shofyana. *The Board Game To Develop Students' Speaking Skill For High And Low Achievers*. PDF Online Thesis. (*Semarang: Faculty of English Education, Semarang University, 2014*). 69.

in speaking at the eleventh grade students *Ihsaniyah Senior High School of Tegal.* The t-value is 3.193 with the significance of 0.007 < 0.05. It means that there is enhancement of the board game group. The third, there is a significant of using board game to the high and low achievers in speaking at the eleventh grade students of *Ihsaniyah Senior High School of Tegal.* The data are implemented for high (0.7925) and low achievers (0.5328) of speaking in spoken use of English taught using board game as shown in the different column. The fourth, there is a significant difference of using drilling to the high and low achievers in speaking at the eleventh grade students of *Ihsaniyah Senior High School of Tegal.* It is implemented for high (0.7346) and low achievers (0.3938) of speaking in spoken use of English taught using board game as shown in the different column. The last, there is a significant interaction of teaching strategy (board game and drilling) and types of students of achievement (high and low). It is shown as F-value is 9.96 > F-table 2.14 with the significance level of 0.05.

She found some problems in reality when she collected the data. Most of the students were still afraid when the teacher asked them to speak. Sometimes they did not understand what they had said because they just memorized the sentences. When she used board game in her thesis, that technique is worked well.