

CHAPTER II

RIVIEW OF RELATED LITERATURE

This chapter presents reviews of related literature used in study. The review of the related literature is to provide previous studies and information concerning with the research problems, including overviews of the definition of speaking, teaching speaking, speaking skill, assessment of speaking, aspect of teaching speaking, and the description of mime game.

A. Definition of Speaking

Teaching is the way or plan of teach in teaching. Exactly, the teacher gives explanation of the lesson to the students with the suitable way or interesting way and enjoyable situation for the students.¹ It means teaching is a human obligation which purpose is to help in teaching learning process in the classroom as well as possible. And Brown stated that teaching is guiding and facilitating learning, enabling the learners to learn, and setting the condition for learning.² Based on the statement above it can conclude that teaching is an activity, which gives guidance to the students that has a certain rule and a certain purpose.

According to Brown “Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker’s listening skill, which necessarily compromises the reliability and validity of an oral production

¹Martin H. Manser, *Oxford Learner’s Pocket Dictionary*, (Oxford University Press, New York:1995), 425.

²Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Prentice Hall Englewood Cliffs, 1987), 7.

test”.³ According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.⁴ And according to Bailey speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information and speaking is an interactive action in producing, receiving, and processing utterances which have meaning to convey information.⁵

While another expert, Theodore Huebner said that language is essentially speech, and speech is basically communication by sounds. And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.⁶

From the definitions of speaking above the researcher concludes that speaking is crucial part of language learning. Speaking is to communicate with other people to share idea, to give the opinions and to show knowledge or feeling. Speaking can make language learners express their thought through sound or words.

³Brown, H Douglas, *Principle an Interactive Approach to Language Pedagogy*. (San Fransisco: Longman, 2004), 52.

⁴A.L Chaney and T.L Burke, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), 13.

⁵Kathleen M Bailey, *Practical English Language Teaching Speaking*, (New York: McGraw-Hill, 2009), 2.

⁶Theodore Huebner, *Audio Visual Technique in Teaching Foreign Language*, (New York:Cambridge University Press, 1960), 5.

B. Teaching Speaking

What is meant by teaching speaking is to teach English Language Learners to:

1. Produce the English speech sounds and sounds patterns.
2. Use the words and sentence stress, intonation patterns 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 judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.⁷

C. Speaking Skill

Speaking is one of the skills that have to be mastered by students in learning English. Speaking is a productive skill. It involves putting a message together, communication the message, and interacting with other people.⁸

Based on Harmer, There are three elements to measure speaking: pronunciation, fluency, stress and intonation.⁹

⁷Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, (The Internet TESL Journal, 2006) Vol, XII, No. 11, 1-2.

⁸ Cora Lindsay, *Learning and Teaching English* (New York:Oxford University Press, 2006),57.

⁹Jeremy Harmer, *The Practical of English Language Teaching* (England:Person Education Limited, 2007), 343.

1. Pronunciation

Pronunciation is a way in which a language or particular word or sound is spoken.¹⁰ It means that the sound of the word is same as the structure of the word in phonology.

2. Fluency

Fluency is an important element in speaking. Speaking fluently will help us to be able to speak well in front of the people confidently.

3. Stress and Intonation

Stress is an extra force used when pronouncing a particular word or syllable.¹¹ Then intonation is the rise and the fall of the voice in speaking. Correct intonation and stress are the key to speaking English fluently with good pronunciation. Intonation and stress refers to the music of the English language. Words that are stressed are key to understanding and using the correct intonation brings out the meaning.

D. Assessment of Speaking

Assessment of speaking skill is different with another skill (assessment of writing and vocabulary). Assessment of speaking skill deals with the procedure of scoring speaking test. Those are about comprehension, fluency, pronunciation, and grammar.¹²

¹⁰Martin H. Manser, *Oxford Learner Pocked Dictionary*, (New York: Oxford University Press, 1995), 343.

¹¹Jonathan Crowther, *Oxford Advanced Learners Dictionary* (Oxford New York: Oxford University Press, 1995), 62.

¹²David P. Haris, *Testing English As A Second Language*, (New York: McGraw Hill Company, 1969), 84.

E. Aspect of Teaching Speaking

In teaching speaking, there are some aspects of teaching speaking which teachers have to know. They are the objective of teaching speaking, the classroom speaking performances, and the principle for designing speaking technique.

1. The Objective of Teaching Speaking for Junior High School Students

The objective of this research is to describe the teaching-learning process of teaching English for Junior High School Student. There are two objectives; they are general objective and specific objective.

a. General Objective

In general objective, there are three objectives. The students are able to:

- 1) Improve their ability to communicate in spoken and written to get informational level.
- 2) Have awareness about the essence of English for increasing nation compete effort in globalization era.
- 3) Improve the understanding about the correlation between language and culture.

b. Specific objective

Beside the general objective in speaking for Junior High School students, the specific objectives are also mentioned. In specific objectives, the students are able to:

- 1) Understand and produce both written and spoken texts which are realized in four language competence, such as listening, speaking, reading, and writing.
- 2) Understand and produce short functional text, monolog text, and essay about procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. The gradations of the material appear in the use of vocabulary, grammar, and generic structure of text.
- 3) Support competencies, they are linguistic competence (able to use grammar, vocabulary, pronunciation, and writing in communication), and strategic competence (able to solve all problems that appear in communication keep going on)

2. The classroom Speaking Performances

The classroom speaking performance that can be applied to the kinds of oral production that students are expected to carry out in the classroom. They are the material, the methods, and the evaluation of teaching speaking.

a. The material of teaching speaking

The materials of teaching is represented the product of careful and creative planning on the part of textbook writers. They are not the result of any interactive process of classroom events. They are

frequently looked upon as carriers of grammatical structures of vocabulary items that have to be introduced to the learners.¹³

Resources for materials not only from the textbook and audiovisual aids purchased by the institution but also taken from the environments, for example posters, films, magazines, newspapers. It is supplied from the community.¹⁴ The textbook and/or syllabus for teaching speaking may be organized around grammar points, topical themes, or speech acts.

b. The methods of teaching speaking

There are some methods to develop speaking skill, as follows:

- 1) Role playing is a kind of method suggested to develop speaking skill. Creativity is used as a drama situation in a classroom performance but also related to the material.
- 2) Game is one activity which can help to create a dynamic motivating class. 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.
- 3) Problem solving, it is a method which gives the students more active. The teacher gives the problem to be solved by the students. So, the students have more opportunity to increase their ability.

¹³B. Kumaradivelu, *Beyond Methods Macro strategies for Language Teaching* (New Haven & London : Yale University Press, 2003), 46-47.

¹⁴Mary Ashworth, *Beyond Methodology Second Language Teaching and the community* (Cambridge: Cambridge University Press, 1985), 41.

- 4) Song, song in EFL classroom, especially in speaking classroom can be enjoyable and educational.¹⁵ Songs usually provide a peaceful and take happy mood for listener. Student can improve their vocabulary, pronunciation, structure and sentence patterns.
- 5) Discussion, group discussion may compose of three to five students. The aim of group discussion is to improve fluency and grammar which is probably best allowed so the function as a naturally communicative context.

F. Description of Mime Game

A Mime game is one of the guessing games besides guessing pictures, and guessing sentences. Guessing game could be an effective technique to develop and reinforce some concepts of speaking. The most important function of implementing guessing games in teaching is to give practice in communication. One of the most effective guessing games is Mime Game, where one child comes forward after the teacher secretly gives him a word, phrase or sentence and mimes an activity and her group or the whole class try to guess what she really means.

In doing a mime game, learners feel very excited, imaginative, enjoyable and communicative when performing their task by acting out, describing the structure learned. A Learner feels excited because he has to perform an activity related to the present material learned, that she knows, but her friends do not. She has to use her imaginative skill, because her job is to

¹⁵Fauziati Endang, *Teaching English as a Foreign Language* (Surakarta: Universitas Muhammadiyah Press, 2005), 127-135.

describe an activity by acting out or miming an activity without saying a single word to her friends in a team in a certain period of time that has been agreed upon. Moreover they enjoy doing acting out a role. In playing a mime game, learners communicate with each other through acting. As it is known that communication has two forms; verbal communication and non-verbal communication. Verbal communication when learners can get the message across using words, whereas in nonverbal communication, learners can only get the message across using body language which means they use a facial expression, body movement and hand gestures. In a mime game, a learner has to communicate non-verbally.¹⁶

¹⁶Hartani, Angelina Linda. *The Effectiveness of Mime Game in Teaching Speaking in the 2014/2015 Academic*. Pdf Online Thesis. The English Language Education, Faculty of Teacher Training and Education, University of Mulawarman Samarinda. Retrieved on 15 October 2016, from <https://docmh.com/the-effectiveness-of-mime-game-in-teaching-english-grammar-by-angelina-linda-hartani-universitas-mulawarman-samarinda>