CHAPTER II

LITERATURE REVIEW

This chapter includes some explanations of speaking and also guessing game. There are aspects, and also some activities on each variable, it also includes previous studies related to this research.

A. Speaking

1. Definition of Speaking

Speaking is the process by which a speaker use the language to convey thoughts, ideas, experiences, views, and perceptions. Additionally, speaking is spoken language that is invariably utilized to convey thoughts and emotions. The majority of speaking involves interacting with one or more participants and involves the use of language to convey ideas.

Based on Ladouse (1991) as stated in Marzuki (2022), speaking is described as the ability to express oneself deeply situations, or activities reporting actions, or situations with the right words or the ability to speak or to express a series of ideas smoothly. Speaking is also referred to as an action taken while using one's voice to communicate. Speaking in English is related to what is perceived, experienced, heard, and verbally conveyed. This speaking will result in a conversation or interaction if it is done by more than one person. Then, speaking is a person's ability to create sounds that have meaning and can be understood by others in order to establish effective communication.

According to Fulcher (2003) as stated in Siagian (2015), speaking is also an activity that uses language to interact with others. It showed that it is an activity that involve two or more people who have goals and intentions. As both the listener and the speaker, they must react quickly to each other's contributions and listening. Therefore, the English teacher should encourage students to use their speaking skills by including communicative language activities and engaging media into the classroom, followed by opportunities for them to do so.

2. The Aspect of Speaking

According to Brown (2001), there are several aspects that must be considered by learners in speaking, namely fluency, comprehension, grammar, vocabulary and pronunciation.

1. Fluency

Fluency is a person's ability to speak without any difficulty in speaking use a language. It refers to a person's ability to speak fluently and easily.

2. Comprehension

The learners' ability to understand all that is spoken to them is known as comprehension. Furthermore, comprehension is the power of understanding which aims to test or improve a person's understanding of a language, both written and spoken (Hornby, 1995).

3. Grammar

The correct way to arrange words in a sentence is through grammar. It is crucial for the speaker to understand grammar in order to arrange words and speak English fluently and smoothly.

4. Vocabulary

Language basics are discovered in vocabulary. It can be found in all abilities to speak. It is essential because without an emotional vocabulary, people are unable to express anything. The goal of vocabulary is to select words that are appropriate for the situation they are employed in.

5. Pronunciation

The most essential component of language is pronunciation. The students' ability to pronounce words well is therefore essential since it will make their speech comprehensible.

3. The Purpose of Speaking

Uonis (2017) stated, that the purpose of speaking, whether interpersonal or transactional, can be categorized into twelve categories as follows:

a. Personal (expressing a feeling, giving an opinion, conveying beliefs and personal ideas).

b. Descriptive (describing people or something real or imagined).

c. Narrative (create and tell stories or events that are ordered chronologically).

d. Instructive (giving instructions or providing direction designed to produce a result)

e. Questioning (asking questions to get information).

f. Comparative (comparing two or more objects, ideas, people, or opinions to make a judgment about those objects).

g. Imaginative (expressing thoughts about people, places, things, and events).

h. Predictive (predicting the possibility of things happening in the future).

i. Interpretative (exploring meanings, creating hypothetical deduction, and considering inferences).

j. Persuasive (changing opinions, points of view or attitudes, or those of others, or influencing the behavior of others in some way).

k. Explanatory (explaining, clarifying, and supporting ideas or opinions).

l. Informative (sharing information with others).

B. Improving Speaking Ability

Leong and Ahmadi (2017) said that a person's fear of speaking English is related to several personality constructs, such as inhibition, risk taking and anxiety. Basically, as stated by Mahripah (2014), EFL learners' speaking skills are influenced by psychological factors, namely motivation and personality. This can also be influenced by several linguistic components of the language such as syntax, phonology, semantics and vocabulary.

1. Factor Affecting Speaking Ability

Therefore, there are several factors that can influence a person's speaking performance, these need to be known before improving speaking ability. According to Leong and Ahmadi (2017) these factors are as follows,

a. Relate to Performance Condition

The first factor that influences a person's speaking ability is relate to performance condition, this is supported by a statement from Nation and Newton 2009, which said that speaking performance is affected by performance conditions, which include time constraints, preparation, performance quality, and level of support.

b. Related to Affective

Krashen (1982) said there are many affective variables related to the acquisition of a second language, self-confidence, motivation, and anxiety are things that are widely studied by many researchers.

c. Listening Ability

This is in line with the statement from Doff (1998), students must develop listening skills first before they improvetheir speaking skills. It is because when students speak, then the other students will answer what they caught of listening to what thestudent is talking about. Speaker has the role of listener and speaker (Shumin, 1997). it can be said that when students are not students are not able to answer it means they are not really understand what is being said. This means that speaking has a closerelationship with listening.

d. Topical Knowledge

Topical knowledge refers to the speaker's understanding of relevant and current topics. Students can use language in relation to their everyday lives as an outcome.

e. Related to the feedback during speaking activities

When students make mistakes, teachers must correct them well and also provide good feedback to students, as well as provide motivation so that students can develop better. Harmer (1991) said that decisions what teachers do with their students' performance depends on the learning stage, assignment, and so on the mistakes they made.

2. Improving Speaking Ability Using Game

Language games are one learning technique that can be used to improve students' speaking ability. As stated by My An and Phi Ho (2018), games have an extraordinary impact educational value it can be used in the classroom to make students practice using a language. They also added the game encourage students to interact, collaborate, be creative and spontaneous in using language a meaningful way. Researchers have provided different descriptions of the nature of play.

Mahdjouba (2020) said, that games are proved to be a tool that can be used in language teaching because:

a. Games provide a new variations from the usual language class routine.

b. They motivate and challenge.

c. It takes a lot of work to learn a language, but games support and encourage students' efforts.

d. Games provide language practice in various skills such as speaking, writing, listening and reading.

e. Games can encourage students to communicate and interact with each other.

f. Games can create a meaningful context for the use of a language.

g. Games can develop a more positive attitude toward the classroom experience, better participation, and better attendance.

h. Games can also improve decision-making skills, retention, and general understanding principle.

C. **Guessing Game**

1. **Definition of Game**

Playing games is a fun activity that most students like. Playing games can give them many other benefits and fun. Many students feel that playing games makes them interested and motivated to work. One teaching technique that can be used is playing games (Linse & Nunan, 2005). Furthermore, Paul (2003), expressed that games provide a suitable environment for adapting to new learning.

2. **Communicative Games**

Playing game can improve speaking skills. According to Haliwanda (2021), playing games consists of puzzles, playing with scissors, rocks and paper, matchmaking, sentence construction, or throwing a ball, are activities in improving ability of speaking skills.Playing games various can make learning fun in order to retain and sharpen students' practice, retention, repetition of memories through through the game. Meanwhile, the meaning of communicative games themselves is, according to Kurniawati et al. (2020), communicative games are a series of fun activity designs that can stimulate student interaction in classroom learning. In their research, they also added that communicative games will also require students to play an active role during classroom learning by speaking and also writing, as well as express their own point of view and provide information.

In addition according to Kaur and Aziz (2020) noted, games can be designed to know the students' needs. The teacher must match the objectives of the game with learn from lessons (Mackenty, 2006).

Hadfield (1998) also classified some language games as follows: 1). sorting, ordering, or arranging games, 2). information gap games, 3). guessing games, 4). search games, 5). matching games, 6). labelling games, 7). exchange games, 8). board games, 9). role play games, 10). computer games.

3. **Definition of Guessing Game**

According to Latifa et al. (2019), guessing game is a playing game of guessing an object using several types of information, for example words, phrases, titles or the location of the object. This is related to the statement from Kipple (1994) as stated in Ramadhani (2019), which stated that the basic rule of the guessing game is that one person knows something that the other person wants to know. Furthermore, Wright and Buck (1990) as stated in Fatawati and Zuhud (2016), the essence of the guessing game is that there is someone who knows something and the other person has to find out what it is. This is also in line with Webster (1986) as stated in Purba (2019), the guessing game is a game that involves identifying something that is presented unclearly, where participants can compete both individually and in teams. From the statement above, guessing games involve participants competing to identify someone or something.

4. Guessing Game in EFL Classroom

According to Kismullah et al. (2019), guessing games are one type of language teaching in ESL/EFL classrooms. They also said that, based on the nature of guessing games, both teachers and students can work together to build a good situation to foster speaking teaching and learning. In addition, Sukareni and Purmi (2019), also said that by playing guessing games, students can practice and express their ideas freely because the activity is done with their friends.

Puspitasari (2021) added, when teachers hold this game in class, the class atmosphere will become more interactive and fun. She also said that guessing games can help students reveal their background knowledge. She also added that, when EFL students play this game, they will feel curious and develop their thinking to guess what the picture is. This is also line with the statement from Zu (2012) as stated in Hayati (2020), he said that guessing games can be useful for helping students practice asking questions and thinking logically.

Betteridge and Buckby (1990) as cited in Hismadewi (2022), there are several types of guessing games that can be played at various levels, including: 1). Guess what is it? or It is?, 2). Guess who am I? or What is my name?, 3). Guess what is there in my bag today?, and 4). Guess where is it?.

5. **Guessing Game in Speaking**

Ghine (2018) as stated in Puspitasari (2021), guessing games are an effective teaching strategy students to speak. In addition, Sukareni and Purmi (2019) said that when students play guessing games, they will have more opportunities to speak and they will also have many opportunities to practice during the given time.

Mega (2009), also explained that one of the stages in the guessing game is that each group can help guess something by giving clues, but after students ask questions, for example if the guess is "table", thenstudents have to ask questions like "is it long?" and "is it square?" until another student or group says "yes" or "no". After that, students cancontinue the question "Is it in class?", students ask questions until they cananswer them.

6. **Activities in the Guessing Game**

According to Makkarim (2018), the roles of guessing game can be described as follows:

    a. Dividing the students into several teams

    b. Choosing a leader to show the characteristics' pictures given in the games

    c. Giving one clue by the leader about the pictures

    d. Showing the characteristics of the picture by his or her gesture or body language to the other teams

e. Involving the discussion and guessing what the leaders show about the characteristic from the picture

f. Guessing the answers of the game when the leader have finished to show about the picture, member of the group try to guess what it is.

Apart from that, Klippel (1994) in Maghfiroh (2018), stated that the procedure in the guessing game is as follow:

a. The teacher prepares small containers such as cigar boxes as the numbers of the students and puts one picture of animal inside each container.

b. Each student is asked to work with a partner (in pair).

c. One student from each pair fetches a box and looks inside without letting his partner see what is in the box.

d. The partner has to guess what is the object in the box.

e. Then the students change the position, the guesser becomes the one who hold the box an another student becomes the guesser.

D. Previous Studies

There are several previous studies related to this research "Improving students' speaking ability for ninth Grade of Mts Nurul Islam Kota Kediri".

First, there is research from Fatawi and Zuhud (2016), with the title "The Use of Guessing Games to Improve Students' Speaking Ability". This research aimed to find out the effect of using guessing games on students' speaking abilities, and also this research wanted to know students' perceptions after

implementing a guessing games in speaking class. This activity of guessing game in this research, students were divided into several groups. Each group chosen a picture given by the teacher and each group was given time to make a simple sentence that explained the shape or clue of the word. Then each group came forward in turn to give a clue to the other group to guess the picture in the group in front of them. The result showed that the implementation of the guessing game technique was effective for improving students' speaking abilities.

The second research from Rustam and Amir (2022) entitled "Guessing Game: an Implementation in Speaking Class of High School students". The purpose of this research was to know whether the use of guessing game is able to improve the speaking ability of the tenth year students in MA Al-Munawwarah Parepare. This research also applied a classroom action research with two cycles. The results shown that, the implementation of guessing game is able to improve students' speaking ability and students' activeness in the learning process.

Then in the research from M. Ubaidillah (2022) with the title "Increasing Students' Speaking Ability through Guessing Game Techniques for the Eighth Grade of MTs N 02 Rensing East Lombok in The School Year 2021/2022". The method of this research was class action research. The aim was to determine the process and results of students' speaking abilities after applying the guessing game in speaking class. While the result of this research showed the application of guessing game techniques in teaching English can improve students' speaking abilities.

Based on several previous studies above, here the researcher is interested in conducting the research with a title that has the same variables as the previous studies above. This research has similarities with several previous studies above, such as the method for searching the data used in the research. Then this research also used the guessing game technique in speaking ability.

In this research, the researcher only focused on the use of game activities. This playing activity is called a guessing game. Where this game activity is similar to previous research. The previous studies above also used a guessing game, but what is different here is that this research prioritizes the spontaneoususe of language by students, so that each student from the group who has a turn to play will be given a picture when he or she came forward to describe the picture. However, because there was no time for students to form words to describe the picture, the task of another group was to guess what the student on duty had explained. Meanwhile, in the previous studies above, all students in the group were given pictures simultaneously, then students were given time to make descriptions of the pictures.

The researcher assumed that the important of asking the students to speak spontaneously is to find out their level of speaking abilities and competence. When students speak unspontaneously, or in other words students can still compose sentences before speaking, it cannot be said that students are using their language communicative competence.

This research will use the material of describing people, because there is an object to be described, so students can describe it in more detail. Describing

someone will also be easy for students, because at students' eight grade, they may have already received this material. Then, students may already be familiar with ctives to describe people. So they have prior knowledge about the material.