CHAPTER II
LITERATURE REVIEW

This chapter presents a review of the related literature relevant to the study. The purpose of this review is to provide a foundation of previous studies and information related to the research problem. The topics covered include definitions of speaking, teaching speaking, speaking skills, assessment of speaking, aspects of teaching speaking, and the use of mime games in teaching.

A. Definition of Speaking

Teaching speaking involves guiding students in expressing sounds, ideas, opinions, and feelings to others in various situations. Manser and McGauran (1991) define teaching as the process where a teacher explains lessons in an engaging and effective manner, creating an enjoyable learning environment. Brown (2014) further emphasizes that teaching is about guiding and facilitating learning, enabling students to learn, and setting the conditions for learning. In this context, teaching serves as a critical activity that supports the learning process through structured guidance with clear objectives.

Speaking, as one of the productive skills, is essential in language learning. According to Brown (2014), speaking is a skill that can be directly observed, though the accuracy of this observation is often influenced by the effectiveness of listening skills. Chaney and Burk (1998) describe speaking as the process of building and sharing meaning through verbal and non-verbal symbols across different contexts. Bailey (2005) views speaking as an interactive process where individuals produce, receive, and process information, conveying meaning through utterances.

Huebner (1960) highlights that language is primarily speech, with speaking being a key communication skill used daily. It involves the competence to send and receive messages, acquired through repetition and primarily involving neuromuscular processes rather

than intellectual ones. Based on these definitions, the researcher concludes that speaking is a fundamental aspect of language learning, enabling learners to communicate thoughts, ideas, and feelings.

B. Teaching Speaking

Teaching speaking involves helping students develop the ability to effectively produce English speech sounds, use appropriate language structures, and communicate fluently in a variety of contexts. Kayi (2006) outlines several key objectives in teaching speaking:

1. Producing English speech sounds and patterns.
2. Using appropriate stress, intonation patterns, and rhythm of the language.
3. Selecting suitable words and sentences according to the social context, audience, and topic.
4. Organizing thoughts logically and meaningfully.
5. Using language to express values and judgments.
6. Speaking quickly and confidently with minimal unnatural pauses, promoting fluency.

These objectives align with the goal of enabling students to communicate effectively in English, improving their overall speaking ability.

C. Speaking Skill

Speaking is one of the essential skills that students must master in learning English. As a productive skill, it involves creating and communicating messages and interacting with others (Lindsay & Knight, 2006). Harmer (2007) identifies three critical elements in assessing speaking: pronunciation, fluency, and stress and intonation.

1. Pronunciation

Pronunciation refers to how a word or sound is spoken. It ensures that the sounds correspond to the word's structure in phonology (Manser & McGauran, 1991). Correct pronunciation is essential for clear communication.

2. Fluency

Fluency is the ability to speak smoothly and confidently without unnatural pauses. It is an important element for effective communication and building confidence in speaking.

3. Stress and Intonation

Stress involves emphasizing particular syllables or words in speech (Hornby et al., 1999), while intonation refers to the rise and fall of the voice when speaking. Proper stress and intonation help convey meaning and contribute to speaking fluently with accurate pronunciation.

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(Harris, 1969).

E. Aspect of Teaching Speaking

In teaching speaking, there are several aspects that educators must consider to create an effective learning environment. These aspects include the objectives of teaching speaking, classroom speaking performances, and principles for designing speaking techniques. Furthermore, incorporating engaging activities, such as games, can enhance the learning experience by providing a dynamic and interactive environment.

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

The primary objective of this research is to describe the teaching and learning process of English for Junior High School students. This involves both general and specific objectives.

a. General Objectives

The general objectives of teaching speaking to Junior High School students are as follows:

- Improve students' ability to communicate in spoken and

written form to achieve a sufficient level of proficiency.

- Raise awareness about the importance of English in enhancing the nation's competitive efforts in the era of globalization.
- Enhance understanding of the relationship between language and culture, fostering students' cultural awareness.

b. Specific Objectives

In addition to the general objectives, the specific objectives for teaching speaking to Junior High School students include:

- Understand and produce both written and spoken texts in four key language skills: listening, speaking, reading, and writing.
- Produce short functional texts, monologues, and essays on various genres such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. The material should progress in complexity in terms of vocabulary, grammar, and the generic structure of texts.
- Support key competencies, such as linguistic competence (ability to use grammar, vocabulary, pronunciation, and writing in communication) and strategic competence (ability to solve communication problems and maintain the conversation flow).

2. Classroom Speaking Performances

Classroom speaking performances are activities where students are expected to demonstrate oral production in various ways. These include material design, methods of teaching, and the evaluation of speaking skills.

a. Materials for Teaching Speaking

Teaching materials are a product of careful planning by textbook writers. They are often based on grammatical structures and vocabulary items that need to be introduced to learners (Kumaravadivelu, 2003). These materials are sourced not only from textbooks and audiovisual aids but also from the surrounding environment, such as posters, films, magazines, and newspapers (Ashworth, 1985). Teaching materials may be organized around themes, grammar points, or speech acts, ensuring they are suitable for the speaking activities being taught.

b. Methods of Teaching Speaking

There are several methods to develop speaking skills, with games being a particularly effective approach to creating dynamic, motivating classroom environments. Some methods include:

- Role-playing is method involves students taking on different roles in a dramatic scenario, allowing them to practice language in a context that is both creative and relevant to the material.

- Games can significantly enhance the learning experience by providing a relaxed atmosphere where students are motivated to participate. The real learning happens when students engage in activities that encourage them to use language they have learned in a fun, low-pressure setting. Games can be structured to focus on various language skills and can support speaking by encouraging students to interact and use language creatively.

- Problem-solving, this method encourages active participation, where the teacher presents a problem for students to solve together. This allows students to practice speaking in a more interactive way, improving

their ability to think and communicate in English.

- Songs are a highly enjoyable and educational tool in the speaking classroom. They can help improve vocabulary, pronunciation, sentence structure, and rhythm. Songs also provide a pleasant mood, making learning enjoyable for students (Fauziati, 2010).

- Group discussions, typically consisting of three to five students, aim to improve fluency and grammar. This method creates a naturally communicative context, fostering interaction and the practical use of language.

Incorporating games into these methods not only creates a more engaging atmosphere but also provides practical opportunities for students to apply their speaking skills in real-time interactions. By using games as a technique, teachers can foster an environment where students are motivated to participate and use the language in creative, meaningful ways.

F. **Description of Mime Game**

A Mime Game is a type of guessing game that involves non-verbal communication. It is similar to other guessing games, such as guessing pictures or sentences, but with the added challenge of using only gestures, body language, and facial expressions to convey meaning. Mime games are considered an effective technique for developing and reinforcing several aspects of speaking, particularly the ability to communicate meaning through non-verbal cues.

The key function of incorporating guessing games into language teaching, particularly the Mime Game, is to provide students with practice in communication. In the Mime Game, one student is selected to come forward, and the teacher secretly gives them a word, phrase, or sentence. The student then acts out or mimes the activity, and the rest of the class, or a group, attempts to guess what is being conveyed. This activity encourages learners to express themselves creatively without relying on words, fostering an understanding of the

importance of non-verbal communication.

Learners find the Mime Game particularly engaging because it involves both imagination and communication. As students perform the mime, they use their creativity to describe an activity or action, while their peers attempt to interpret the meaning through observation. This method not only reinforces the concepts being taught in class but also makes the learning experience enjoyable and interactive.

Additionally, the Mime Game emphasizes the role of non-verbal communication, which is an essential aspect of language learning. Non-verbal communication includes facial expressions, body movements, and hand gestures, all of which are used in the Mime Game to convey meaning. This helps students develop a deeper understanding of how communication works beyond words, which is an important skill in both everyday interactions and more advanced language use.

The Mime Game, as discussed by Hartani (2012), demonstrates the effectiveness of non-verbal communication in language teaching. However, further research could explore the origins of the Mime Game as a language learning tool, examine its application in various teaching contexts, and assess its impact on different aspects of speaking proficiency. Additionally, research could investigate how variations in the structure of the game (e.g., individual vs. group participation) influence its effectiveness in different educational settings.

By incorporating games like the Mime Game, teachers can create a dynamic, interactive environment that not only improves students' speaking skills but also encourages the use of imagination, critical thinking, and non-verbal communication.