

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the explanation of Speaking skill, Teaching Speaking, Problems in Teaching Speaking, Tic-tac-toe game, Discussion Method, and Previous Study.

A. Speaking Skill

Mastery of English encompasses four fundamental competencies: listening, reading, writing, and speaking. Speaking represents the capacity to convey information orally using appropriate vocabulary and coherent ideas. This skill integrates multiple performance elements including communicative effectiveness, pronunciation accuracy, intonation patterns, lexical choice, and grammatical structures. Caroline (as cited in Wela, 2013) emphasizes that speaking constitutes basic oral communication within social contexts, making proficiency development essential for learners to interact successfully in their target language.

Speaking functions as a meaning-making mechanism drawing upon both verbal and nonverbal cues across varied situational contexts. This interactive exchange enables participants to achieve mutual comprehension through language. Richards (2008) notes that spoken English proficiency represents a primary objective for most individuals studying English as a second or foreign language, leading learners to gauge their language development through perceived improvements in oral capabilities.

B. Teaching Speaking

Speaking proficiency involves expressing oneself appropriately in various situations and conveying coherent ideas fluently. Effective speaking instruction depends on interactive discourse between teachers and students, as well as among peers within the classroom environment.

Teaching speaking encompasses guiding learners in using language communicatively to transfer ideas, thoughts, and emotions. Language functions as an activity enabling interpersonal communication. Instruction should address both linguistic content and contextual considerations. Brown (2001) identifies two primary spoken language forms: monologue and dialogue.

Monologue involves extended discourse from a single speaker, exemplified by academic lectures or public presentations. These can be categorized as planned monologues, characterized by minimal redundancy and structural complexity, or unplanned monologues, featuring natural hesitations and repetitions.

Dialogue engages two or more participants and divides into interpersonal conversation (maintaining social relationships) and transactional conversation (conveying factual information). Participant familiarity affects comprehension ease, requiring explicit clarification when interlocutors are unfamiliar.

C. Problem in Teaching Speaking

Speaking instruction presents numerous challenges due to the requirement for spontaneous idea expression and extensive practice. Ratnasari

(2020) identifies four learning obstacles: insufficient vocabulary, nervousness, unsupportive environments, and inadequate grammatical knowledge. Sriharto (2017) adds teacher-related challenges including motivation issues, attention difficulties, vocabulary constraints, native language interference, and time management pressures.

D. Tic Tac Toe Game

The Tic-Tac-Toe game utilizes a board marked with noughts and crosses, adaptable for pair work or team competition. Implementation involves creating nine grid spaces containing prompts requiring verbal responses. Correct responses enable teams to place their symbol (O or X) in selected squares, aiming to achieve three consecutive marks.

Historical records indicate this game originated in the United Kingdom centuries ago, gaining popularity in America as Tic-Tac-Toe. Similar ancient Roman games like Terni Lapilli employed comparable grid structures and rules. According to Wikipedia (cited in Wela, 2013), this pen-and-paper game for two players (X and O) involves taking turns marking spaces on a 3x3 grid, with victory achieved by forming three marks in any direction.

Game Procedure:

- Pre teaching activity: Topic introduction, knowledge building, material presentation.
- Whilst-teaching activity: Game purpose explanation, material delivery, team division, grid creation with prompts, turn-based speaking practice.
- Post-teaching activity: Progress assessment and speaking ability evaluation.

E. Discussion Method

The discussion method represents a collaborative learning approach where participants share perspectives on specific topics. This interactive process enables deeper understanding compared to solitary reading, as learners benefit from diverse viewpoints and collective idea exploration. Theoretical foundations suggest enhanced learning through active engagement, collaboration, and real-world problem-solving.

F. Previous Study

This study is supported by three previous relevant studies:

1. Wahyudi (2020): Examined Monopoly game effectiveness for enhancing tenth-grade descriptive text speaking skills using quasi-experimental design.
2. Adhiyati & Fatimah (2019): Explored Werewolf game application for senior high school speaking instruction.
3. Yolanda & Hadi (2019): Investigated puppet games for tenth-grade speaking development using mixed methods.

While these studies confirm game-based learning effectiveness, they employed different media or targeted older learners. This investigation contributes unique insights regarding Tic-Tac-Toe game application for junior high school EFL contexts.