CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literatures. It discusses about the definition of speaking, teaching English speaking in Junior High School, problem in teaching English speaking in Junior High School, the definition of game, teaching English using game, teaching speaking using game, and snake ladder game.

A. The Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[1] Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. One of the four skills in English is speaking. Speaking is an ability to say sounds or word to express or state thought, ideas and feelings.[2]

Hymas said, when you know a language, you can speak and be understood by others who know that language. This means we have capacity to produce sound that signifies certain meaning and to understand or interpret the sound

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[1] Burns, A., & Joyce, H. *Focus on speaking*. (Sydney: National Center for English Language Teaching and Research, 1997)

[2] Henry Guntur Turigan, *Berbicara Sebagai Keterampilan Bahasa*. (Bandung: Angkasa Bandung, 1998), p.2

produced by others.[3] Speaking is one activity to share information, idea, and feeling by sound produce that signify and then we can make some communication with other people. Communication involves at least two people: the sender and the receiver. There four are types of communication between senders and receivers: writing, speaking, listening, and conducting meetings. Communication is process by which information is exchanged between individual through a common system of symbols, signs or behavior.[4]

Speaking is an activity used by someone to communicate with other. It takes place very where and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. Here he or she also shares information to other through communication.

Speaking skill ensures the language learners to be able to communicate actively in a target language. However, learning speaking is no easy task, let alone teaching it. Students often encounter many problems. Confidence and being afraid of making mistakes are two of the greatest psychological barriers that hold the learners back from advancing in their study. Building up confidence should be the first step a good language teacher does to the learners and the teacher should be able to identify each learner's problems.

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[3] Hymas,Rodman,Fromkin. *An Introduction to Language*. (Wadsworth, Thomson, 2003), p.4
[4]Klaus Hilgers (2007). *Speaking and Listening. Epoch Consultants*, Inc. Email: epochconsultants@verizon.net

B. Teaching English Speaking In Junior High School

Teaching speaking is not merely asking the students to produce sound. According to Nunan, speaking is the same as oral interaction which are conventional ways of presenting information, expression our idea and thought have in our mind,[5] so speaking is not only expressing our ideas, but also presenting new information to others.

Teaching English at Junior High School students includes four skills; listening, speaking, reading and writing. Those skills influence students' achievement in learning English. In addition, the students will be prepared to compete other students from the world and to achieve science and technology for sake of national development. The function of teaching English in the Junior High School is to introduce English as the first foreign language to the pupils in order they will be able to communicate in simple English.

Teaching speaking is sometimes considered a simple process. Comercial language school around the world lives people with no training to teach conversation. Although speaking is totally natural, speaking in language other than our own is anything but simple.[6] So, teaching English speaking means a process of teaching in which the teachers show and help students to learn how to communicate and produce communication well in English especially in daily life.

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[5] Kathlen M. Bailey. Nunan, *Practical English Language Teaching: Speaking.* (New York:The Mc Graw Hill Companies, 1991), p.40
[6] David Nunan. *Practical English Language Teaching*. (Singapore: MC Graw-Hill Company, 2013), p.47

Teacher not only shows and helps learners to communicate, but also shows and help learners how to produce sounds system well in English.[7]

C. Problem In Teaching English Speaking in Junior High School

In teaching English speaking as a foreign language, most students cannot speak English well. For that condition, there are some factors of the difficulties. There are internal and external factors. Internal factors come from the student themselves. These are concerned with personality factors. Brown states that personality factors within a person that contributed in some way to the success of language learning.[8] He explains that personality factor is an important aspect of carrying on discourse. Another factor is feeling ashamed. The students were afraid to express their ideas. They worried everyone will mock them. External factors come out from students. These concerned with their environment, parents and teaching learning technique in their school.

The other factor is the teaching method applied by teachers in conducting the speaking class. As the main concerned of language teachers is not to inform the students about the language but to develop their ability to use the language for a variety of communicative purpose.[9] We know that Junior High School students are generally from thirteen to sixteen years old. It means that they are between children and teenagers. The children have general characteristic and the teacher

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[7] Desiyanti, *Implementing Story Telling Technique to Improve the Speaking Skill of the Students at MTs Hasan Muchyi Pagu Kediri*, (Kediri: English Department Faculty of Education State College for Islamic Studies, 2013), p.8-9
[8] H. Douglas Brown. *Principle of Language Learning and Teaching.* (New Jersey: Prentice Hall, 2000), p.100
[9] Byrne, Donn. *Teaching Oral English*. (London: Longman, 1992), p. 2

has to pay more attention to the students. English language teachers should also be able to play their roles as a facilitator for the students in their attempt to acquire the spoken language. In the sense that English language teachers should facilitate students in learning the spoken language by giving a lot of oral practiced. Consequently, an effective method that provides the students with many oral communication activities is necessary to create the best conditions of learning, which in turn will also motivate students to make progress in the language.

D. The Definiton of Game

A game is a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool.[10] The key terms of game are rules, challenge and interaction. Many games develop practical skills, serve as a form of exercise or otherwise perform an educational, simulation role. It can be said that games can improve students' motivation in teaching learning process. The students enjoy games and participate in the lesson. Games can motivate students greatly and actively.

According to Redjki Agoestyowati, learning a new language should be fun, interactive and exciting. The use of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively.[11] Based on the explanation above, the researcher assumes that game is an activity to attract the students' interest. It provides an

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[10] http://en.wikipedia.org/wiki/Game
[11] Agoestyowati, Redjeki. *102 English Games*. (Jakarta: PT Gramedia Pustaka Utama, 2007)

opportunity for the students as participants to use their language skills in a less formal to achieve some purpose.

E. Teaching English Using Game

It is not easy to teach English as the second language in Indonesia. The teachers have to find or use the right method, strategy and instrument when they teach their students. There are only few teachers that use games as the instrument when they are teaching, whereas game can be one of the instruments that can help the students to understand the lesson.

Some teachers think that a game is only a useless activity for the students. Actually a game can help the students to decrease their stress when they are studying. A game is an activity with rules, a goal and an element of fun.[12] Through the game, the student can ask a question, study to have a research, play a role and also can help them to know their skill. Teachers have to really understand that a game will not obstruct the students' activity in studying, but actually it will help them in their learning activity. Play a game is one of the most favorite activities for students. For the students playing is their duty. By play a game they can study many things, like have socialization and try to hold their emotion. We have to know that students' are learning by doing. It means that when they have given an opportunity to try a new thing, have an exploration, the students will have a new experience, and we can say is the real learning process.

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[12] Jill Hadfield. *Intermediate Vocabulary Games*. (New York: Longman, 1999) p. 4

But in this case, the teachers have to always give guidance for students to play a right game. Do not let the students play a game that do not related with their learning process. By give guidance for the students, teacher can give the students a game that related with learning process. The teacher also can help the students to be more patient, control their self and do not give up quickly when the students faced a problem. A good guidance from the teacher can help the students to control their self in the future.

F. Teaching Speaking Using Game

The game that have adapted to the learning process will help the students have more motivation and interesting to English lesson. Game also can help the teacher to make a positive atmosphere in the class so the students can enjoy the lesson. To participate in the game, the students have to understand what their friends have written or said. They also have to write and say what their ideas or only just give some information. When the students feel happy, offended, and curious or surprised the game will be meaningful for them. It means that the sense of the language that they have listened, read, written and spoken will be more keep in mind.

Steve said that teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games.[13] Although games in general might emphasize

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[13] Steve Sugar, *Games That Teach.* (San Francisco: Jossey-Bass Pfeiffer, 1998).

fluency the category speaking games can be divided into two main categories. Those categories are: linguistic games and communicative games. Even though they both aim towards teaching speech in the target language they put emphasis on very different things. While linguistic games emphasize speaking correctly the goal when playing communicative games is fluency.[14]

According to Aydan Ersoz, language learning is a difficult duty and sometimes can make the learners will be frustrated. An effort is needed to make the students understand about the language, and a game can be a right choice for the students to practice the language. Through the game the students will be motivated to learn English because it is fun and challenging. It will make the students use the right language in the right context. The game also creates togetherness and motivation because it is fun and interesting. It can be used to practice in all of the language skill in many communications.[15] There are some advantages of using games in the class are:

a. Motivating and challenging: game can make students have a challenge that make them have a motivation to learn more.

b. Helping the students to understand about the language: because the students can enjoy the game, they will be easier to understand the language.

c. Completing the language practice in many skills like speaking, writing, reading and listening: by using game the students can practice not only

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[14] Hadfield. *Beginners' Communication Games*. (England: Longman, 1990) p. 8
[15] Aydan Ersoz, "Six Games for the EFL/ ESL Classroom", The Internet TESL Journal, 6 (June, 2000)

speaking but also the other English skills like writing, reading and listening.

d. Motivating the students to communicate and have an interaction also make a meaningful context in using the language.

e. Being a welcome break from the usual routine of the language class: after have a boring activity, the students will feel happy when they get a new activity like game.

Game is very motivating and can make the mousy students have an opportunity to express their ideas and their feeling. Snake Ladder is a game that uses a board game and a dice. The board game consists of 20 command squares that have to be done by the players. In this case the command square have been modified with a command about asking for opinion or describing something, place, people and activity.

G. Snake Ladder Game

Snake Ladder Game is a game that has been known by everyone especially the children. This game can be used to lead the children in improving their speaking skill. Before the teacher uses Snake Ladder Game to improve the speaking skills of the students, they have to understand what Snake Ladder Game is and how to play this game.

Snake and Ladder is a classical board game that is played between two or more players on a playing board with numbered grid square. There are some ladders that have been drawn in the square to connecting two squares together, if

the player stops in this square so the player can go up to the other square that has been connected. Beside ladders, there are some snakes too that also connecting two squares. The different between that is the players have to go down if they stop on the tail of the snakes. The size of the grid commonly 8x8, 10x10, or 12x12 and both of these may affect the duration of the game play.[16]

In playing this game, players take turns to roll a dice and move along the number of squares rolled. If a player lands on a square which has the base of a ladder upon it then they automatically advance their position by moving up to the top of the ladder. Similarly if a player lands on a square which has the head of a snake upon it then the player must automatically follow down to the tail of the snake thereby losing position. The winner is the player who is first to land on square the top number. You must roll the exact number needed to land on top number.[17]

The player will start with a token in the starting square of the board. The starting square commonly in the bottom left corner of the grid. The player will get the turns to roll the dice then move the token to the number that is indicated by the dice roll. The token will be moved by following the number of the squares. If the players stop on the lower number of the square with a ladder, they can move up their token to the higher number of the square. But if they stop on the higher number of the square with a snake, they have to move down their token to the

[16]http://en.wikipedia.org/wiki/Snakes_and_Ladders
[17] "Games and Rules", http://www.geocities.ws/isolsis/snakesandladders.html, accessed on 13August 2014.

lower number of the square. The first player who reaches the last square on the

track will be the winner of the game.[18]

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[18] http://en.wikipedia.org/wiki/Snakes_and_Ladders