CHAPTER II

LITERATURE REVIEW

In this chapter the writer presents the results of reviewing some theories that are relevant to the topic of this thesis. Some points discussed are; definition of teaching, the nature of speaking, definition of teaching speaking, the problem in speaking activity, solving of the problems in speaking activities, characteristics of a successful speaking activity, game, the role of the game in teaching speaking, the role of teacher, some techniques used in giving games, kind of games, advantages of using games activities in the teaching speaking and previous of study.

A. Definition of Teaching

Teacher plays an important role in teaching learning process. In teaching English as a foreign language the teacher need to vary way of teaching in order to get the students interest and attention to the lesson. In teaching learning process there are some factors, which can influence the successful goals in the school. They are curriculum, materials, method, teachers, students and the technique.

Richey (1912:1) stated that: "teaching may be considered to be basic to all the other professions are made possible through the work of teachers in elementary and secondary school, college, and university." Furthermore Brown (1980:7) stated that: "teaching is showing or helping someone how t2o do something, given instruction, guiding in the study of something providing with knowledge, causing to know or to understand. Teaching is

building and facilitating learning, enabling the learner to learn, setting the conditions for learning." It means teaching is a systematic way, teacher as an organizer should be creative to make learner interested in following the subject. Teaching may be said to cover not only activities of guiding students' activities but also those which aim at helping students develop themselves and be able to adapt themselves in the group to which they're belong. At the result of teaching the students should be able to interest in their group. They're learning to think, feel, and act in harmony through social groups of which they are a part.

B. Definition of Speaking

Speaking is one of four English skills which brings many problems for Indonesian students, especially how to speak English fluently in conducting teaching English process (Nurhayati et al., 2014). Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire,

and they assess their progress in terms of their accomplishments in spoken communication. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). 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. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns &Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

C. Teaching Speaking

Teaching Speaking is an important skill needed to be taught in language class and one from four skills most important in learning English. It is also the process of revealing something fundamental about the mind and how it deals with perception, feeling and intention. The ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills. The ability to speak fluently purposes not only knowledge of language features, but also the ability to process information and language .In learning language especially learning speaking, the learners need to have more practices and more use that language .The English learning process in these classroom interactions among student-student sand student-others can be carried out effectively, although there may be some hindrances to face)Nurhayati, 2018. (By speaking, people can express their think and felling to others. When we use in discussion with someone, one the other hand, the purpose may be to express opinions, ideas, arguments, and reasons, to persuade someone about something, or to clarify information.

According to Richards and Renandya (2002:201) explain that in some situations in speaking, it uses speaking to give instructions or to get things done. It may uses speaking to describe things, to complain about people's behavior, to make polite request, or to entertain people with jokes

and anecdotes. Each of these different purposes for speaking implies knowledge of the rules that account for how to speak language reflects the context or situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity the speakers are involved in. Linguists have provided a great deal of information on how speakers use language appropriately in different situations and clarified the complex nature of what is involved in developing speak fluency in second or foreign language.

In addition Westwood, Peter and Oliver in Zulfiqar (2013:21-22) state the principles of teaching speaking should be based on:

1. Create an enjoyable, entertaining social learning situation which gives pleasure to the students.

2. Keep the small group, not more than five or six students

3. Arrange for fragment, intensive sessions in two or three short sessions daily.

4. Ensure active participation remembering that it is what a student's practices saying, not what he hears, that improves communicating ability.

5. Have clearly defined, short term goals for each sessions: teaching a certain adjective, adverb, or conjunction: „and" and „but".

6. Use material such as practices and games to hold attention as the basis for language simulation.

7. Observe the slow learner and give some degree of repetition in teaching if necessary.

D. The Problem in Speaking Activity

Since speaking is considered as difficult skill, it is caused of some problems. According to Ur (1996:121) and in additional Zulfiqar (2013:21-22) explain that:

1. Inhibitation.

Speaking is regarding as difficult skill because it needs confidences to convey what the speaker wants to say. Unlike reading, writing, and listening activities. Speaking requires some degree of real time exposure to an audience. In this point learners are often inhibited about trying to say things in a foreign language whether in classroom or outside the classroom. In fact students are worried to make mistakes and this makes them become speechless.

2. Nothing to say

Some of the students are difficult to practice their English speaking even to give their idea, it causes by having no motivation to express their opinion. In other words, the students cannot say anything.

3. Low or no participation.

In classroom interaction some students are dominating the conversation. This situation makes another students feel upset and being

down to speak out. As a result students do not part pate or speak very little or not all.

4. Mother tongue.

This problem always appears in every students interaction because they are often using their mother tongue in sharing idea. They tend to use it because it easier to be uttered. In classroom activities, students talk using mother tongue both to other students and teacher. Hence this habit must be minimized by English language learners through cooperative learning includes team interview technique.

E. Solving of The Problems in Speaking Activities

The teacher can do help to solve some of the problems. According to Ur (1996:121-122) explains that:

1. Using group work.

This increases of learners talk in a limit period of time and also the inhibition of the learners who are not willing to speak in front of the class. In this case, the teacher cannot supervise all learner speech, because the best way to keep students speaking the target language is simply to be themselves.

2. Basing the activity on easy language.

It should be made easily and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is good idea to teach or review essential vocabulary before the activity starts.

3. Making a careful choice of topic and task to stimulate interest

On the whole, the clear purpose of the discussion. It will more motivate the participation.

4. Giving some instruction or training in discussion skills.

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

5. Keeping students speaking the target language

The best way to keep students speaking the target language is simply as reminding them and modelling the language used.

F. Characteristics of a Successful Speaking Activity

According to Ur (1996:120) defines there are some characteristics:

1. Learners talk a lot.

Here, it can be better if there more time allocation for the students to elaborate their idea freely and the teacher gives much time for them to talk a lot.

2. Participation is even.

Here participation or students will have the same chance to speak. It means that, by using team interview technique. It will gives similar participation to each students.

3. Motivation is high.

It means that, high motivation will encourage of students interest to speak up to convey something related to the topic given. So, the students can explore their opinion during classroom interaction.

4. Language is of an acceptable level.

It is aimed to obtain the massage of the conversation uttered by the speaker and other will easily respond toward the topic provided. In this characteristic, students will express their idea in relevant utterance, easily comprehensible to each other and of an acceptable level of language accuracy.

G. Definition of Game

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. According to Jeremy Harmer, games are a vital part of a teacher's equipment, not only for the language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity about their English class.

A game is a structured form of play, usually undertaken for entertainment or fun, and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from

art, which is more often an expression of aesthetic or ideological elements. However, the distinction is not clear-cut, and many games are also considered to be work (such as professional players of spectator sports or games) or art (such as jigsaw puzzles or games involving an artistic layout such as Mahjong, solitaire, or some video games).

Games are sometimes played purely for enjoyment, sometimes for achievement or reward as well. They can be played alone, in teams, or online; by amateurs or by professionals. The players may have an audience of non-players, such as when people are entertained by watching a chess championship. On the other hand, players in a game may constitute their own audience as they take their turn to play. Often, part of the entertainment for children playing a game is deciding who is part of their audience and who is a player.

Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulational, or psychological role.

Attested as early as 2600 BC, games are a universal part of human experience and present in all cultures. The Royal Game of Ur, Senet, and Mancala are some of the oldest known games.

1. **Games in Language**

   a. **The Definition of Games**

      Nurhayati, Dwi Astuti Wahyu. (2015). A game is an activity in which participants follow prescribed rules that differ from those of real life as they strive to attain a challenging goal (Smaldino, Russel, Heinich, & Molenda, 2005). Game as a structured activity with set rules for play in which two or more students interact to reach clearly designated instructional objectives. Competition and chance are generally factors in the interaction, and usually there is a winner. Based on the definition above it can be concluded that games are considered as a way to help students not only to enjoy and entertain with the language they learn, but also practice it incidentally.

   b. **The Purpose of Language Games**

      Wallace in Sudiargo et al. (2003) says that language games have become more widely used in recent years. He mentions two reasons. Firstly, research on language learning has revealed that students' motivation and affective atmosphere in the classroom have great influence in the acquisition of language competence. Secondly in games there is real communication. If a game works properly, it will stimulate within the students 'desire to communicate in target language. Furthermore, a game can help those who play to develop their inner self, help them relate to others more efficiently and cooperatively, train them in creative freedom as they feel less embarrassed or afraid and become

more selfconfidence, and finally bring them and facilitator closer, which eventually help to lower the tension and anxiety that prevent students from acquiring the language (Sudiargo et al., 2003). Rixon (1996) also defines that the aim of the games is often to get students talking to one another rather than always addressing their remarks to the teacher or having him mediate what they say to one another. He further mentions that all teachers must have had experience of the students who refuse to look at anyone other than the teacher even when he is asked to say something to one of his classmates. Although games can be used to practice language items at certain stages in the acquisition process, the main aim of the games should be to develop communication skills. Thus, games will cease to be just a reward or relaxer after working hard on other aspect of the course, and will come a stimulating and interesting way to help students acquire the target language without even realizing it. Based on the explanation above it can be concluded that games provide an enjoyable atmosphere, a situation in which communication is essential, and a distraction from the study of the language itself.

c. **The Values of Games**

As stated by Sudiargo et al. (2003) that in recommending games for vocabulary learning, the aim has not been to suggest pleasant ways of passing time. Time passes to quickly in most classes, and the entertainment of students is not a teacher's responsibility However, language teachers are responsible for creating conditions which

encourage vocabulary expansion, and well-chosen game can help the students acquire English words. Games are helpful because they can make students feel that certain words are important and necessary, because without these words, the object of the game can not be achieved. Guessing games, for example, create conditions is necessary for leading the players to the correct guessing.

d. The Principle of Games

Talking about the technique of using games in class, teachers should know some important considerations in conducting games in class (Sudiargo et al., 2003) in the following:

a. Games should be flexible.

b. The teacher should pay attention that the focus of the games is not competition.

c. The teacher should avoid games that cause individuals to be singled and embarrassed in front of the groups or peers.

d. It is essentials that the errors made by the poorer pupils attempting to their participations are not analyzed in detail in the form grammar lesson.

e. The main aim of the game should be to develop communication skills; talking about the technique of teaching games in class we often relate them to its procedures. We all know that every game has its own procedures.

f. The teacher should be able to choose appropriate and good games for his students.

g. The teacher should explain the rules of games as clearly as possible.

h. Try to imagine the game into the lesson.

i. Learners reluctant to participate might be asked to act as a judge or scorers.

j. It is advisable to stop a game and change to something else before the learners become tired of it.

k. The teacher should never interrupt a game which is flowing successfully in order to correct a mistake in language use.

l. The teacher should set a limit of time.

e. Types of Games

Rixon (1996) defines that there are two types of game, code-control games and communication games.

Table1. Code-Control Games Compared

	Code Control Games	Communication Games
Main Language Focus	Getting Language formally correct, i.e. structures, spelling, pronunciation, sound discrimination, etc.	Getting a message over to other players and reacting appropriately to their messages, i.e. giving and following instructions, describing something, persuading someone etc.
Aim	To score more points than to win an advantage over other players by	To achieve something usually to complete a practical task, e.g. following to build instructions to build a

		model or draw a picture, or persuading other players to let one do something
Teaching advantages	Players are motivated by the game to concentrate on correct use of language Often amusing extension of or alternative to drills and other formal exercises	Players can see the practical results of their use of language, so can evaluate their own success Successful completion of the task builds confidence Players have to stretch themselves and experiment with the language in order to get a point over Players are often less self-conscious because they are concentrating on the task rather than on the language.

He further mentions that code-control games depend upon players producing correct language or demonstrating that they have interpreted a particular piece of language correctly. The length of each utterance is usually limited in this type of game-often one word only, and seldom longer than a sentence or two. Correct repetition of a limited range of language is the important thing in these games. The emphasis of communication games is not much determined by absolute correctness message of players' language. The successfulness is evaluated by the outcome of what is said rather than by its structure. However, it should be considered that communication games do not improve correctness of making and using sentences: firstly the simple and correct sentences of language will communicate anything, and secondly, the range of

language needed in many of these games can be limited so that students are repeating the simple structures many times. So the teacher may use the codecontrol games because most of games which are applied and given to kindergarten students are to get language formally correct.

2. **Game in Teaching and Learning Process**

When doing teaching, the teacher sometime uses games in delivering the material in order to make it fun. To educate students in this millennial era, independent, creative and effective students could be started by creating atmosphere in the classroom, to make the students ask actively, to build ideas, and proactive, it means that they conduct any activities to give direct experience (Nurhayati, 2019). Game is a contest played according to rules and the winner is also be defined as the manner of playing in a contest, a situation that involves rivalry or struggle. In addition, a game can be defined as enjoyable activities with a set of rules or terms against each other. Therefore, teacher can use game to increase the students" motivation towards the English language, at the same time that students can better develop or improve his/her own abilities of learning.

Hadfield in Ayu and Murdibjono (2012) explained two ways in classifying language games. She divides the language games into two types: linguistic games and communicative games. Linguistic games focused on accuracy, such as supplying the correct antonym. On the other hand, communicative games focused on successful exchange of information and ideas, such as two people identifying the differences

between two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal. It means there are several types of games that can be used in English Language teaching. Such as, games for learning accuracy and games for learning to find differences. According to wright et al, game can be played in pair and group work.

a. Pair work

Pair work is easy and fast to organize. It provides opportunities for intensive listening and speaking practice.

b. Group work

Some games require four to six players; in these cases group work is essential. If there is to be competition between groups, they should be of mixed ability. From Wrights" definition above, game can be played with pair work and group work. The pair work is easy to organize than the group work, but group work is can use for practice all of the language skills.

3. Why game activities

There are some reasons why activities in teaching learning process game are very important in teaching English as a foreign language. According to Andrew Wright, David Betteridge and Michael Buckby in their books 'Games for language learning' Cambridge University Press, 1984 : 'Language learning is hard work Effort is required at every moment

and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way.

If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they speak will be more vividly experienced and, therefore, better remembered. If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term!' (from Introduction, p. 1)

Aydan Ersoz state in The Internet TESL Journal, Vol. VI, No. 6, June 2000 that 'Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Games are highly motivating because they are amusing and

interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

Furthermore from 'Creative Games for the Language Class' by Lee Su Kim 'Forum' Vol. 33 No 1, January - March 1995, Page 35 defined 'There is a common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.

There are many advantages of using games in the classroom:

a. Games are a welcome break from the usual routine of the language class.

b. They are motivating and challenging.

c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

d. Games provide language practice in the various skills- speaking

e. They encourage students to interact and communicate.

f. They create a meaningful context for language use.

4. The use of game in developing mastering of speaking

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that 'most language games make

learners use the language instead of thinking about learning the correct forms' (1994:2). He also says that games should be treated as central not peripheral to the foreign language teaching programmed. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato 1988:147). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen 1994:118).

They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, "[but also] they are used to introduce new ideas" (1988:147). In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus 1994:218). S. M. Silvers says many teachers are enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practiced earlier (1982:29). Further support comes from Zdybiewska, who believes games to be a good way of

practicing language, for they provide a model of what learners will use the language for in real life in the future (1994:6).

It means that Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do" (1979:3). Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen.

It means learning speaking through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence

5. **The Advantages of Using Game**

Wright et al said that games also help the teacher to create contexts in which the language is useful and meaningful. Games help and encourage many learners to sustain their interest and work. Games provide one way of helping the learners to experience language rather than merely study it. It

means games can be used by the teacher to increase students" interest and can solve the students" problem

Games make learning concepts more palatable for students and supply learners with a platform for their creative thoughts to bounce around. Games encourage creative behavior and divergent thought and are excellent ice breakers. Games are the good decision in teaching and learning process. It provides innovative thinking and makes the students think creatively.

From description above, the researcher concluded that games have many advantages. The first, make the teaching and learning activity become enjoyable and fun activities with a set of creative rule or term. The second, games can encourage students motivations, and students creativities. The third, games can increase the students interest in learning process. Finally, we can conclude that games are appropriate and suitable to be used by the teacher and the students in teaching and learning process.

6. **The Disadvantages of Using Game**

The disadvantages of using game are:

a. Discipline issues, learners may get excessively noisy.

b. Straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning.

c. If games are already familiar or boring, students might not get equally involved.

d. Some learners, especially teenagers, may find games unnecessary and childish

Based on these statements, games also have some disadvantages that can be occur when we are using the games. Here are some solutions to solve the problems above:

a. The teacher should manage the game rules and less noisy.

b. The teacher should use the game that appropriate in the learning process.

c. The teacher should use the game that unfamiliar for the students.

d. The teacher should use the game that fun and enjoy for all of the students.

H. The role of the game in teaching speaking

Hadfield (1984: 45) states that: "The inclusion of games as an integral part of any language syllabus provides an opportunity for intensive language, practice offers a context in which language is used meaningfully and as a means, and act as diagnostic for the teacher, for using games is simply that they are immensely enjoyable for both teacher and students. "

If the teacher can apply the role of the game above in language program especially in teaching speaking using games, teacher and student will be feeling immensely enjoyable.

I. The role of teacher

1. The role of the teacher in this game is very important. In this case, teacher is a center in the classroom. He/she is as a monitor, guided during the activities to be done. Nunan (1998: 26), states that: "The teacher should never interrupt a game which is following successfully in order to correct a mistake in language use. From than with the exchange of ideas. It is better for to the teacher to note the errors and to comment on it later."

Based on explanation above, when the teacher taught a speaking by using games, the teacher should never interrupt a game which is following successfully in order to correct a mistake in language use. And after teaching by using games, and the students give a presentation on front of the class, the teacher should note the errors and comment it on later.

Hedfield (1984:53) states that: "The teacher role's in teaching speaking activities is that of monitor and resource center moving group to group. Listening, supplying and necessary language, nothing errors but not interrupting or correcting. It is a good idea to carry paper and pen and note any persistent errors area of difficulty."

The role teacher in teaching speaking by using games are teacher only monitors the students activities and move from a group to the other group. And the students should listen, supply, and practice the necessary of the language. Because by using it, the students can't difficult again in

speaking. The teacher should never interrupt a game which is following successfully in order to correct a mistake in language use.

2. In the college teacher development, possible teacher selves play an important role. comes up with a classification and underlines the existence of three main teacher selves, namely ideal teacher self, ought to language teacher self, and feared teacher language self (Kubanyiova, 2006; Kubanyiova, 2009). Ideal teacher self is represented by the teachers who should have the feeling of the identity. These possible self initiates not only coming conceptions of individuality objectives but also language teacher's hopes ir desires: s/he is motivated to invest effort in reducing the discrepancy between her actual and ideal teaching selves. The ideal teacher and his/her own self-image are in harmony and ideal in all respects. According to Medgyes (2001), "The ideal non-native English speaking teacher is someone who has achieved near-proficiency in English". Ought-to language teacher self is associated with the language teachers' representation of their responsible and obligations with regard to their work (Dörnyei, 2009; Dörnyei & Ushioda, 2013; Kubanyiova, 2009). Unlike the idea self, the pre condition or prerequisite, which is mostly, depend on a different person's perpectives of their tasks, compulsaries, and duties or functions, declares the intellectual and pragamatic depiction of the habits, ever one or public holds any one is going to or must possess (Higgins, 1987). In ought-to self, the locus of control is not totally in our hands. It is based on extrinsic

expectations driven from the surrounding people, administration, inspection, institutions, and professional ethics. This is actually something like of a difference between what the fellow teachers "ought-to be doing" instead of what they are actually doing in foreign language teaching. This type of self is also related with the fact that, as Machida (2011) explains non-native language teachers tend to compare their language proficiency with native speakers' and often feel stressed if their perceived language proficiency does not seem to meet their target level. The ought-to language teacher self is based on extrinsic expectations driven from the surrounding people, administration, inspection, institutions, and professional ethics.

Professional teacher self, which is proposed here as a new term, is a possible L2 or L3 self. It is related with advanced L2 or L3 acquisition and achivement intelligencies and the fundamental involvement to preserve them (Byrnes, 2012). Language instruction could be considered or done during life and eductors of foreign language play binary or double postions instead of being pupil and instructor simultaneously. Therefore, international language educators are generally recognised as the outstanding example or model of prosperous leading schoolars or trainees. Their verified verbal competence, definitive or normal tone, fair and fluent pronunciation and intonation while speaking percisely along the school class, and satisfactory structure proficiency and intercultural communicative competence as

indispensable featurea of great or satisfying language tutors expected by the students (Brown, 2014; Hadley & YoshiokaHadley, 1996; Harmer, 1998; Sercu, 2005; Shimizu, 1995). Professional teacher self is built up throughout the entirely of teachers 'teaching career. Since foreign language teaching is one of the most complicated jobs today, and the merits of teachers with professional self, who have pivotal role in the process of education, are specifically made up of amalgamation of hundreds qualities that allow them do their job effectively (Demirezen & Ozonder, 2016).

Related to improving professional ethics, it is necessary for college teachers to improve their quality. They should consider what the characteristics of effective teachers are, what kind of training ensures qualitative teaching, what the different means to ensure ongoing professional development are that need to be explored. A substantial amount of research has been conducted on the teacher development research, following Mann's (2005) feature controlling against circumstantially diverse perspective of the limitation progress, in this case, time period of enduring educator progress (CTD) concerning this research, the reason could be seen as follows. Development should be as a bottom-up process that is initiated by language teacher himself /herself (Mushayikwa & Lubben, 2009); it is a process that extends beyond the initial teacher education or pre service establishment acquired and is compelled as improvement that extends frequently during the entirely of

any one's specialty (van Eekelen, et al., 2006); as times deeply emotional (Wheatley, 2002; Zemblays, 2004); it serves both an enhancement function in relation to development to the personality, in addition a single of reconstructing recognized waekness of individuality (Clarke & Hollingsworth, 2002; Rowe & Sikes, 1989); probably there are some of progressions as well as didactic advancement, communication progress (Kubanyiova, 2006), undertaking research, engaging in mentoring (Halai, 2006), and reflection and collaborative problem solving (Dunn & Shriner, 1999). Then it also considers the nature of educators' attribute, (1) teachers embody or manifest execellence manifest generousity with dynamic moment educators are figured comparatively addressers of civilizing and academic morals. The competence to educate recommended curriculum and the strategies, techniques they resolves incline section of investigarion on non native language; (2) teacher will learn longlived, it implied as the particular step to assure moving and running skillful advancement. The everlasting skilled improvement is pivotal toward the pupils performance. Self-drive or self encouragement, enthuasiasm to gain and consistent or regular habit are the component of outsatnding pupils to study language. A reasonably committed edicator is able to impress the students atttributes and navigate them prominent over development of attaining communication (Hiver, 2013); (3) to ensure prolonged tie and progressive skilled adavancement, as college teachers, they admit countless chances comparable joining upbringing or

practice, partaking group study performing sympsoium, round table, convention, renewing themselves with skill, approaches, interpreting publication, annals, running representative of tutoring association, etc; (4)in practical teaching teaching discussion/allotment or designation plan, one of the great system for tutors renew or modernize themselves by joining practical teaching practice. Upbringing or practice commit perspective of the primary notion, view and foundation as crucial concerning implementing all of them to instruction and the competence in order to determine process, system, rules and ethic or regulation in the school room (Richards, 2005); (5) workshop and seminars function as great scaffoldings with educators training is indisputable and synergetic training and partners instruction are dual perfect results that they could gain. Seminar are tremendously helpful while they replicate or resemble a schooling environence or scene identical to school rooms and educators may recognize for themselves the factual pertinent of their concept, objective, perception and theories;(6) membership, conforming representative of skilled person and association is extremely effective or helpful for educator's skilled adavancement. They contribute connection to the networked or linked publication, review, annals, becoming member of professional bodies and communities is immensely useful for a teacher's professional development.They provide access to the online journals and determined by the development stage of the progress,

specialty, and passion individual may choose associations to follow or enroll.

By way of explanation, are view of EFL self professional development college teachers affirmed that skilled and experienced college teachers are that one occupied or seized vigorous punitive ability, equally be associated with didactic subject matter ability and formalistic comtempaltive experience ability (Goodwin et al., 2014; Shagrir, 2010), moreover the particular the one is capable of entrust all the students emotional, intuitive intellectual and theoretical features (Conlink, 2010). In advance of the aforesaid is cautious, the teacher's manifold ability character and the styles or tones of handling over effectively alter the concepts and action students adapt (Shagrir, 2010). Furthermore, college teachers are not only responsible for empowering their students but also setting up them with urgent planning, scenarios to turn into "independent professionals" (Leung, 2009) and hold uprightness for their proficient or experienced progress to be include in various and relevant context. Some experts remarked universal inquiring of educational institution-situated college teachers programs and declining communal tenacity in colleges, academy and departments, nothwithstanding the evidence such access or entarnce toward educators or teacher college is binded to detaining or occupying a grade or standard in university that fact facilties accomplishing certificate and attribute qualification and assessment (Goodwin et al., 2014; Snoek, et al., 2011). They further were critical of

the reality that investigation has delivered scan attention to "what college teacher or teacher educator should know and be able to do"(Goodwin et al., 2014), which makes teacher educators a 'specific skilled organization along individual management systems" (Snoek et al., 2011) and receives straightforward affect the students' belonging achivement and alternations liability for tutors or college teachers as experienced or skillful and intelligent specialists. That is why it is crucial to run that research to know their perception in improving self professional development.

J. Some Techniques Used in Giving Games

The games make use of a variety of techniques. Variety of technique is important in language teaching. Technique and used include guessing, matching, role play, card game, and information gap. Talking about this, Hadfiels (1997:56) states that:

"Guessing game is a familiar variant on principle. The players the players with the information deliberately with hold it, while other guesses what it may be.

Matching games are based on different principle but also involve a transfer of information. There games involves matching identical pairs of cards or picture may be played as while class activity, where players must choose pictures or card from selection to match those by their partner from the same selection or as a card game.

Role plays are many games includes an element of role play. Players are given the name and some characteristics plays in true sense, as the role play element is always subordinate to the game for the purpose of language use.

Simulation is the imitation in classroom of a total situation where the classroom becomes a street, a hotel, a supermarket which practice interaction as shops, tourist officers."

The four technique above allow the teacher to use them as an alternative to the regular classrooms routine, and to create an enjoyable instructional atmosphere for both teacher and students. It is important that students being given time to get used to the idea of role plays, thus once they are accustomed to them.

K. Kinds of Game

Hedfield (1984:27), states that "A game is an activity with rules a goal and element of fun." He further classifies the game into competitive game and cooperative game. Competitive game is in which players or team race to be the first to reach the goal and cooperative game is in which players or team work together toward a common goal.

Students play and want to play. Students learn through playing. In playing together, students interact and in interacting they develop language skills. An effective user of games in the language classroom is not necessarily the teacher who has a long list of them and knows heed, but

someone who has really thought about them and knows their ingredients and how they can be varied to call.

1. Competitive Games

At the name indicates, in this type of game there is an overt competitive between teams, or sometimes of an individual against the rest of the class. The competitive may also be of individual against other individuals. He further states that: "…Students provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between the class-room and the real words." Game many be defined as a form of play governed by certain rules or convention (Byrne, 1997:100). It means that players must obey the convention to play game.

Byrne (1997: 85) also defines game as one of activities which can help to create dynamic motivating classes. The reason is that real learning takes places when the students in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on. Competitive games are those in which players play against one another and where one player winning means another player loses. Two player games are often competitive, with a distinct win-or-lose outcome. Two-team games often have the same pattern, where one team winning means the other team loses. It may also be possible for the outcome to be a draw, where neither team wins nor loses.

When there are scores (such as football) rather than simple winlose (such as chess), then winning or losing has a variable degree. A 'whitewash' occurs where one team scores no points.

Competitive games may involve multiple competing players or teams. In such situations, the position relative to all others is important and 'first' and 'last' may be separated by many players in between. Even one-player games can be competitive when a person plays against them self or a given standard. A single player may also compete against people who have previously played the game, but who are not playing now.

There are many ways points may be gained, including moving balls to certain positions, finding items of varying value and simply by winning. Multiple individual games can be collected into competitions where the outcome may be determined by aggregate scores.

a. **Example competitive games**

1) Bingo

A quick and simple game which never fails to motivate students in their learning.

Resources: whiteboards and pen or paper and pen/pencils, plus a list of subject-specific terms or concepts e.g. numbers, phonics, key vocabulary, scientific formulae or historical figures. Game: Ask students to draw a 6 x 6 grid on their whiteboards or pieces of paper then select 6 words or images from the given list to draw/write in their grid. You must then randomly select a word

from the list to describe, and students must guess the word in order to cross it off on their grid (if present). Continue describing different words until one student successfully completes their grid and shouts 'bingo!' (you can also award a prize to the first student who gets 3 in a row).

Alternative: Students can insert their own subject-related answers into the bingo grid, but this makes it more challenging for you due to extensive word choice and ambiguity. Also, if you have more time, then you could create your own bingo boards with specific vocabulary or concepts you are covering in that lesson (reusable).

2) Charades

This simple but classic game is a great way to encourage your student to get out of their seats and participate in the lesson. Resources: a list of people, actions or concepts related to the subject you are teaching.

Game: Select a student to stand at the front of the room and act out a word from your list (no speaking allowed). The rest of the class must then guess what the student is attempting to portray. Other students can shout out their guesses or put their hands up – depending on your teaching preference! Whoever guesses correctly can act out the next word.

Alternative: A more challenging version involves the student describing a subject-specific word but restricted by a list of forbidden words, e.g. describing 'habitat' without using the words 'home' or 'animals'.

2. Cooperative Games

A cooperative game is a game where in two or more players do not compete, but rather strive toward a unique objective and therefore win or to be failed as a group. Cooperative games are rare, but still exist. One example is "Stand up", where a number of individual sit down, link arm (all facing away from each other) and attempt to stand up. This objective becomes more difficult as the number of players increases.

Another kind of game is the counting game, where the players, as a group, attempt to count to 20 with no two participants saying the same number twice. In a cooperative version of volleyball, the emphasis is on keeping the ball in the air for as long as possible.

Cooperative games are rare in recreational gaming, where conflict between players is a powerful force. However, such scenarios can occur in real life (when the sense of the word "game" is extended beyond recreational games). For example, operation of a successful business is, at least in theory, a cooperative game, since all participants' benefits if the business succeeds and suffers if it fails.

Cooperative classroom games differ from competitive games, as games (e.g. basketball, soccer) tend to focus on winning or losing.

Cooperative games do not have to have a sole winner, as the objective is for all teams to succeed. Competitive games sometimes result in poor self-esteem for students who are on the losing end, and not all students have the competitive edge needed in order to win. Think about that student in your class who has great ideas but is not athletic or competitive. How do we address such needs when that student does not want to participate in the competitive aspect of games?

Cooperative classroom games are the solution, as all students will benefit since no one is left out and the focus is on the success of the team as a whole. When students are provided with a challenge, students are given the freedom to work together to solve the challenge by discussing various strategies, communicating their ideas, and putting their plans into action. These games have the students' development in mind, as students are the primary decision makers with little teacher direction. As students try out various strategies and assess the outcomes, they are becoming more self-confident, learning to deal with stressful situations, and understanding the importance of working together as a team to be successful. The compiled a list of fantastic cooperative games for many grade levels. Although these activities may just seem like a fun pastime, these games are actually vital teaching tools that will allow your students to develop their collaborative skills. At times, you may see that some

groups are arguing; however, the discussion and communication will improve as they gradually develop their collaborative skills.

a. Example cooperative games

1) What's in a Name?

You can play this game with students of all ages, grade, and level, depending on variations; however, we recommend this activity for grades K-3 as it really helps students break the ice, especially at the beginning of school!

Arrange students in partners. Have one student begin talking about their first name to their partner, telling them what it is. Once they have said their name, they can now share a little bit about it. Some of the things you may encourage students to talk about are the meaning of their name, unique ways to spell it, why they were given it, what their name means in other languages, if they were named after someone, nicknames, and more. After about 2 minutes, they are then to switch and let their partner discuss their name as well. Remind students to pay close attention as their partner discusses their name! Encourage them to continue to pay close attention throughout the activity.

Once both partners have shared their names, pair one set of partners with another set of partners, forming a group of four. The idea is to have each student introduce their partner to the two new students in the group. Encourage students to include as much of

their partner's description as they can remember. Each student gets a chance to introduce their partner. Watch and enjoy as your students listen carefully, repeat, and get to know their peers!

2) Wave Stretching

This is a quick, fun, cooperative building activity with which to begin any lesson. Students have fun together as they listen to one another and physically repeat what they have been asked to do. It's so fun to watch how attentive they are and how they work together to get the game rolling!

Have students form a large circle (you may even choose to do this in small groups depending on the space). Begin by picking one student within the circle. Have them call out a stretch. Going either clockwise or counter-clockwise, every student must do the stretch one by one. The idea is to pass the stretch as you go along. Once the stretch gets back to the original student you chose, have the next student call out a new stretch. The other students will have to hold the initial stretch until the new stretch makes its way to them. You can play this activity for however long you'd like; however, depending on the age and grade level, you may want to limit the number of stretches and eventually increase in number as they become more familiar with them game or as they learn additional stretches.

3. Communicative Games

The main objective in this type of game is getting the message over to the other players and reacting appropriately to their messages. For example when giving instructions, the players given them information must be clear, and the player following them must do exactly what he/she is required to. The task are usually practical, like following instruction, drawing, persuading other players, etc. It means that player will concentrate on the task rather than on language, besides students can see the results of their use of language at once which helps to build student's confidence.

a. Example communicative games

1) Listen and Draw

This game is easy to play but not so easy to "win." It requires participants' full attention and active listening.

Gather your group of participants together and hand out a piece of paper and a pen or pencil to each player. Tell them you will give them verbal instructions on drawing an object, one step at a time.

For example, you might give them instructions like:

Draw a square, measuring 5 inches on each side.

Draw a circle within the square, such that it fits exactly in the middle of the square.

Intersect 2 lines through the circle, dividing the circle into 4 equal parts.

As the exercise continues, it will get progressively harder; one misstep could mean that every following instruction is misinterpreted or misapplied. Participants will need to listen carefully to ensure their drawing comes out accurately. Once the instructions have all been read, compare drawings and decide who won.

For added engagement, decide in advance on what the finished product is supposed to represent (e.g., a spiderweb, a tree).

2) The Guessing Game

Finally, another fun and engaging game that can boost communication skills: "The Guessing Game." You will probably recognize this game, as it's similar to what many people know as "Twenty Questions," except there is no hard limit on the number of questions you can ask.

To start, separate the group into two teams of equal (or roughly equal) size. Instruct one player from each team to leave the room for one minute and come up with a common object that can be found in most offices (e.g., a stapler, a printer, a whiteboard).

When this person returns, their teammates will try to guess what the object is by asking only "Yes or No" questions (i.e., questions that can only be answered with "yes" or "no"). The team can ask as many questions as they need to figure it out, but remind them that they're in competition with the other team. If there's time, you can have multiple rounds for added competition between the teams.

Take the last 10 minutes or so to discuss and debrief. Use the following points and questions to guide it:

- o Tell the group that obviously it took a long time and effort for us to find out the object in each round, but what if we didn't have time and only had one question to ask to find out the object, what would that question be?

- o The question would be "What is the object?" which is an open-ended question.

- o Open-ended questions are an excellent way to save time and energy and help you get to the information you need fast, however, closed questions can also be very useful in some instances to confirm your understanding or to help you control the conversation with an overly talkative person/customer.

L. Advantages of Using Games Activities in The Teaching Speaking

According to Hadfield (1990:6) explains that, a game is an activity with rules, a goal and an element of fun. There are two kinds of games, such as; competitive games, in which players or teams race to be first to reach the goal, and cooperative games, in which player or teams work together towards a common goal.

In addition Harmer and other express such as Rivalcury and Richards in Ulviana (2011:18) defines about teaching English by using games have several advantages, they are:

1. Games make a variety of techniques. Variety is important in language teaching. (Hadfield, 1990:6)

2. Games give positive effect on the students" interest and motivation in studying English as well as to increase their speaking ability.

3. Games can provoke students' interaction between student to another student and also students to the teacher because communication derives essentially from interaction (Richards and Renandya, 2002:208).

4. Games give students valuable practice where students are involved.

5. Games promote students to interact and in interacting they develop their English Language skills.

6. Games provide more opportunities for student to express their opinions and feelings (Rivalcury and Davis in Ulviana, 2011:29).

M. Previous of study

The writer takes three researches to support the writer's study in order to show the originality of the research. "Pramitasari (2019) has conducted a research entitled "The Use of Games in Teaching Speaking at MEC English Syariah Banjarmasin". The conclusion was the used of games in teaching speaking in MEC English Syariah Banjarmasin was effective, because Learning and teaching using games in MEC English Syariah the concept from the start is e-fun learning, so the use of games really needs to be used and when using games members are usually more focused and more enthusiastic when learning. Using games is also more interesting because it can train the concentration of the members. The games are Guessing Games, Whispering Games, and Repetition Games.

Budi Nugroho (2011) conducted a research entitled "A Study on Teaching Speaking by Using Games to The Eleventh Year Students of SMA Negeri 1 Teras Boyolali in 2009/2010 Academic Year." He gave the emphasis on teaching speaking using games in English learning proses. The conclusion of him research was that using games in teaching speaking process was very effective to do at senior high school, because the students can improve their speaking ability easily.

And the last research from Danis (2014) has conducted is "The Implementation of Guessing Game Technique in Teaching Students' Speaking Skill: A Qualitative Study of Second Graders in Junior High

School" this study tries to find out the benefits of using guessing game technique in teaching speaking skill. Simultaneously, this study also intends to identify students" attitudes toward the use of guessing game technique in their speaking at second grader of Junior High School. It was discovered that guessing game technique rarely used in teaching students' speaking class. Guessing game did not exist in the school; English teacher didn't use it as one of techniques in teaching speaking. Based on the observation, students just already knew what guessing game was and it was the first time they played guessing game in their speaking class. They rarely played such a game. It was the reason for the students that faced some struggles in learning speaking skill. There were, becoming relatively new teaching technique in the school, building students' perspective that speaking is a fascinating, creating positive and enjoyable learning atmosphere, motivating students to speak, and improving students' speaking comprehension. In addition, the result of interview and observation showed students' positive attitude toward the use of guessing game. It has been shown that the students believed that guessing game techniques made it easier for them to speak English; also it motivated them to speak up properly in the class. Therefore, the students like playing guessing game in speaking activities and showed positive behavior during the activities of speaking class. In references to the result of this study, the conclusion is drawn that guessing game is appropriate to apply in teaching speaking.