

CHAPTER II

REVIEW OF RELATED LITERATURE

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; the nature of speaking, the components of speaking skill, teaching speaking, the problem in speaking activities, solving of the problems in speaking activities, characteristics of a successful speaking activities, advantages of using games activities in teaching speaking, the meaning of Zip Zap Game, concept of Zip Zap Game, procedure of Zip Zap Game, advantages and disadvantages of using Zip Zap Game in the classroom and previous study.

A. The Nature of Speaking

The Nature of speaking refers to communicate and conversation/dialog between two people to express orally any message of information. Speaking is the process of revealing something fundamental about the mind and how it deals with perception, feeling and intention. It means to deliver thought or opinion. Through by speaking, people can express their emotions, communicate intentions and reactions, and explore the language and make fun of it, so they expect to be able to do the same in English (Scott and Ytreberg, 2010:32). In addition Jones in Richards (2008:19) states “in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of world, or simply being together”. The Importance of Speaking is to show ideas, opinions, arguments, and reasons to the another person. By speaking, students can

communicate with their friends. They can add their knowledge by getting information from learning materials studied in the class, knowing how to use and respond the different types of speech act such as request, apologies, thanks and invitation, knowing how to use language appropriately.

According to Cark and Clark in Zulfiqar (2013:15) explains that, speaking is fundamentally an instrument of act. Speakers talk in order to have some effect on their listeners. They ask them to get them to provide information. In addition Breen and Candlin Bahri (2004:22) state that “The nature of speaking is also the nature of communication.” They further elaborate the nature of communication as follows:

1. Communication (speaking) is as the form of social interaction.
2. Communication needs a high creativity in the messages form.
3. Communication happens based on psychologies condition.
4. Communication happens in the discourse contexts and social culture in the actual use of language.
5. Communication always contains intention and purpose.
6. Communication involves authentic language.
7. Communication (speaking) can happens successfully that is proved with the real result.

B. The Components of Speaking Skill

There are four components of speaking skill introduced by Heaton in Zulfiqar (2013:16), they are: Accuracy (pronunciation, vocabulary, grammar), Fluency, Comprehensibility and Content.

1. Accuracy

Mean of accuracy in speaking is when someone can produce correct sentences in pronunciation, vocabulary, grammar and word choice so it can be understood. According to Bailey in Nunan (2003:55) explains that, the mean of accuracy means the extent to which students' speech matches what people actually say when they use the target language.

a. Pronunciation

Pronunciation is very important to speak language because language must know how to say a word that is how to pronounce it. According to Alexander et al (1998:830) explains that, pronunciation is the way in which a language or a word particular is pronounced. In addition Pennington and Richards in Nunan (1991:106) defines there are some recommendations for teaching pronunciation:

- 1) The teaching of pronunciation must focus on longer-term goals; short-term objectives must be developed with reference to long-term goals.

- 2) The goals of any explicit training in pronunciation should be bring learns gradually from controlled, cognitively based performance to automatic skill-based performance.
- 3) Teaching should aim toward gradually reducing the amount of native language influence on segmental, voice-setting, and prosodic features but should not necessarily seek to eradicate totally the influence of the native language on the speaker pronunciation in second language.
- 4) Pronunciation should be taught as an integral part of oral language use, as part of the means for creating both referential and interaction meaning, not merely as an aspect of the oral production of words and sentences.
- 5) Pronunciation forms a natural link to other aspects of language use, such as listening, vocabulary, and grammar; ways of highlighting this interdependence in teaching need to be explored.

In addition Harmer (2007:28) explores that, when speaking on the other hand, we construct words and phrases with individual sounds, and also pitch change, intonation, and stress to convey different meaning.

b. Vocabulary

Vocabulary is one of three English components, which has an important role in speaking English skill. That's why, if the students have a lot of vocabularies, their speaking will be fluent and they are not confuse in pronouncing or producing a lot of words just because have many

vocabularies. According to Richards and Renandya (2002:255-259) explains that, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It is found that knowing a minimum of about 3000 words was required for effective speaking, at the university level, whereas knowing 5000 words indicated likely academic success. In addition Simon and Schuster in Amin in Zulfiqar (2013:17) defines vocabulary as (1) a list of words and sometimes phrases, usually arranged in alphabetical order and defined; a dictionary; glossary or lexicon, (2) all the words of a language, and (3) all the words used by a particular person, class, profession, etc., sometimes all the words recognized and understood by a particular person, although not necessarily used by that person.

c. Grammar

Grammar is one of three English components and also one of speaking abilities to support and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in learning and speaking skill. According to Littlewood in Amin in Zulfiqar (2013:18) defines there are three meanings of grammar as: (1) the basic way where a language is put together, (2) an explanation or description of the way language is put together , and (3) some rules about talking and writing properly. Therefore , they use grammar as the principles to put together the message that they convey. In addition Harmer (2001:12) explains that,

the grammar of language is the description of the way in which words can change their forms and can be combined into sentences in that language. Then in Harmer (2007:210) explores that, grammar can be introduced in a number of ways, or it can show students grammar evidence and ask them to work out for themselves how the language is constructed. So in grammar teaching sometimes happens as a result of other work which the students are doing, for example: when they study language in a text they have been reading or listening too.

2. Fluency

The students can be called master of English or have a good ability in English if they can speak fluently. It means the student fluency in English as sign that they are master of English. According to Bailey in Nunan (2003:55) explains that, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches. In addition Richard (2006:14) defines fluency is natural language use occurring when a speaker uses in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. In the fluency it can be developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstanding, and work to avoid communication breakdowns. There are some activities focusing on fluency; reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies,

produce language that may not be predictable, seek to link language use to context.

3. Comprehensibility

Comprehensibility is the process of understanding of the utterances sent by speaker done by the listener. Also comprehensibility in speaking means that people can understand what we say and we can understand what they say. According to Harmer in Zulfiqar (2013:19) explains that, comprehensibility can occur if two people want to make communication to each other, they have to speak because they have different information. If there is 'gap' between them, it is not a good communication if the people still confuse with what they say. In addition Clark and Clark in Zulfiqar (2013:19) defines that, comprehensibility has two common senses. In its narrow sense it denotes the building of meaning and utilizes the speech act conveyed.

4. Content

According to Jacob in Zulfiqar (2013:20) explains that content should be clear to the listener so that they can understand what the message convey and get information from it. Content refers to how suitable or substantive the explanation toward the object to be explained. To have content in speaking, the contents should be well unified and completed. In addition Tarigan in Bahri, (2004:11) defines the content is an ability in speaking that can be known from mistake, completeness, clarification, and simplicity what the topic is about. Without content and meaning the speaker can't plan or prepare

material before expressing ideas. In addition Nusrtdinova (2009:1) defines there are eight factor to improve English speaking. They are: pronunciation, grammar, listening comprehension, vocabulary, pattern of speak, audience, selfconfidence.

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. 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 speking, it uses speaking to give instructions or to get things done. It may uses speaking to describe things, to complain about people's behaviour, 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 students 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. **Inhibition.** 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 can not 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 partipate or speak very little or not all.
4. **Mother tongue.** This problem always appers in every student's 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 can not 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 motivates 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 message 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. 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 *co-operative games*, in which player or teams work together towards a common goal.

In addition Harmer and other exprests 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).

H. The Meaning of Zip Zap Game

Zip Zap is one of games which is able to stimulate the students more focus in learning. This game provides more opportunities for student to express their opinions and feelings. It could be used to attract students motivation in the teaching and learning process, they can memorize much vocabularies and the

students enjoy learning their material (Frank in Bahri, 2004:14). According to Inam (2010:10) explains that, Zip Zap Game is an exercise to develop the ability to pay close attention, use body movements and react quickly, while environment build uses body movements, hand gestures, and facial expressions to create an imaginary. In addition Richards and Renandya (2002:208) explain that, this game, moreover can provokes students interaction between students to another student and students to teacher.

According to Askew (2008:2) states “Zip Zap is a traditional warm-up game that forms the basis of mathematical variation. It is best introduced in its traditional form and then played with a mathyemactical slant - suggestions for this follow.” The goal of the game is to pass the words - Zip Zap and energy around the circle as quickly and smoothly as possible – this is hander than it seems. You may find that it takes several tries to get into the rhythm of the game. Don’t give up! Eventually, the group will begin to go at pace. The role of Zip Zap, start with everyone standing in a circle. One person makes eye contact with someone across the circle.

In addition Europe (2013:4) explains that, ZIP - means LEFT - pointed student must tell the name of the neighbor on the left, ZAP - means RIGHT - pointed student must tell the name of the neighbor on the right ZIP - ZAP - means that everybody changes their seats. At the beginning of exercise the researcher as teacher provides an opportunity for students to acquainted with the others. With this game the students are expected to memorize the character of other participant with time allocation four or thirty minutes in the classroom.

I. Concept of Zip Zap Game

This type activity is rousing. Rousing a class up is movement games and game here, there is element of competition, this activity move from one seat to another. Moreover, they have to compete to find some free chair, otherwise they stay in the middle of the circle and take over the teacher role. The type of this activity can get excess energy out of one group and actually settle them. This activity focuses on practice of various structures with the element of game. According to Sohcot (2012:12) defines the purpose of Zip Zap Game is active exercises used to highlight certain acting techniques (mental, physical and verbal) while encouraging students/actors to work together. In addition Terkel (2016:101) explains that, this game requires extreme focus at all times, “since you never know when the energy will be passed to you.” Related this to an effective who is always listening and dedicating his or her full focus to the English speak. It can rouse the energy of students in the classroom.

J. Procedure of Zip Zap Game

According to Bahri (2004:16) explains that, applying game as one of the ways to teach English is considered as a step to drive instructional material run smoothly. Game in this matter corresponds to Zip Zap Game in which the application can be elaborated below:

1. Tool, Place and Time

First activities explain the role of zip zap and attract the students' understanding about this game. According to Europe (2013:4) explains that,

ZIP - means LEFT - student must tell the name of the neighbor on the left,
 ZAP - means RIGHT - student must tell the name of the neighbor on the right
 ZIP - ZAP - means that everybody changes their seats. At the beginning of exercise the researcher as teacher provides an opportunity for students to get acquainted with the others. The time allocation four or thirty minutes in the classroom.

2. Step Activity

Students are encouraged to sit in a circle, then all students introduce themselves, say Zip by pointing student and the students who are pointing to say the name of the students are sitting to his or her left, if Zap, the students say the name of the students are sitting to his or her right, if students are familiar with these conditions, the teacher call Zip-Zap, and now all student stands up and run to different chair. For better results the rounds will repeat up to three times or until the student no longer make mistakes, either in speaking English or call his name. According to Europe (2013:4) defines that, the group stands in a circle. One person is in the middle, he/she says Zip or Zap or Zip/Zap to another chosen participant (pointing at him/her), who should follow the rule: Zip, *it says the name of your left neighbour, (my friends who are sitting in my left. Her/His full name is... and the nickname is...)* Zap, *it says the name of you right neighbour, (my friends who are sitting in my right. Her/His full name is... and the nickname is...)* and Zip-Zap, *it says to change your place.* Zip Zap Game can be used as media in speaking activity in the class. It is expected that student will came into comfortable and enjoyable situation which

they can actively interact with their friends using the target language without worrying making mistakes. Zip Zap Game as method in teaching of speaking in English is very effective because the students can memorize much vocabulary and the students enjoying their material. So that, using Zip Zap Game in teaching speaking will give achievement. The purpose of this game, speaking learning process by using Zip Zap Game can makes student have courage and little bit force to speak.

K. Advantages and Disadvantages of Using Zip Zap Game in The Classroom

According to David in Bahri (2004:18) explains that, there are some the advantages and disadvantages of using Zip Zap Game:

1. Advantages of using Zip Zap Game:

- a. Zip Zap makes learning fun, motivating and challenging.
- b. Zip Zap usually involves friendly competition and they keep students interested in learning the language.
- c. It can makes the class atmosphere existing.
- d. It can encourages students to interact and communicate.
- e. It can encourages mental agility and memory.
- f. It can brings real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.
- g. It can helps them (children) learn and hang on to new word more easily.

- h. It can helps the teacher to create the effective teaching and learning process.

2. Disadvantages of using Zip Zap Game:

- a. There is time limit, it needs to be played very fast and therefore requires everybody's attention. The appropriate posture is also necessary for successful results.
- b. There is difficult to enforce, if student do not have material (vocabulary) which is understandable. Therefore, student knowledge, vocabulary and material is very important to be understood and must be clear for students.
- c. Player passive, if a player passive in the one group, they will influence the success of this activity. So, the appropriate placement is also necessary to attract successful students.

L. Previous Study

1. The Title of Thesis

Increasing Student's Speaking Ability Through Zip Zap Game for The Seventh Grader of SMP 1 Montong Gading in The School Year 2013/2014. By Fauzan Bahri (STIKIP Hamzanwadi Selong).

a. Learning First Name or Description Each Other

According to Lewis and Bedson in Bahri (2014:20) explain that, First step, the students sit on chair in a circle, there are no empty chairs. Second step, the teacher stands on the middle and try to attract the students understanding about Zip Zap Game, pointing to student who say either Zip

or Zap. Third step, when the teacher says Zip, the student is pointed has to say the name of the students are sitting in his or her left (*my friends who are sitting in my left. Her/His full name is... and the nickname is...*). Fourth step, now, all students stand up and run to different chair. Fifth step, the students quickly find the names of their new neighbored. Sixth step, after three or four round call Zip Zap and sits on free chair until all students say the name of the students who sits in his or her left or right.

b. Guessing Word and Letter

According to Rachel in Bahri (2014:20-21) defines that, First step, the students in a circle standing, best size is 6-12. Second step, one student start in the middle, the student in the middle is the “boss”. Third step, the boss spins around pointing and saying Zip-Zip-Zip. Fourth step, the either side has to draw and shoot or “Zap” the other person (*I have word: S-I-D-A. Please, you guess my word! My answer: SAID*). In the ESL / EFL variation, instead of just pointing, the boss says a letter. The two students shoot each other and saying a word beginning with the latter. The loser dies and must sit down. Continue until 2 students left. Stand. Fifth step, the boss calls the winner. The winner, the last person alive goes to the middle as the “boss” and you start again.

c. Describing Someone or Something

According to Bahri (2014:27) explains that, First step, all the students sit on chair in a circle, there are no empty chairs. Second step, the teacher explains the students, how to describe someone or something about (*name,*

hobby and family). Third step, the teacher gives an example how to speak or introduce self to other students (*hello friend, my name is.... my hobby is.... and I have big or small family, I have father, my father name is.... and my mother name is..... I have..... brothers and..... sisters. I love my family*). Fourth step, the teacher shows Zip Zap Game to the students, the teacher stands on the middle and says, Zip means left and Zap means right, teacher says Zip, the student is pointed has to say the name of the students are sitting in his or her left (*my friends who are sitting in my left. Her/His full name is... and the nickname is... and she/he has... family, his or her father name is... and his/her mother name is..... she/he has..... brothers and..... sisters. She/He loves my family*). Fifth step, the teacher gives the chance to the students and then the students try to practice the game. Sixth step, the teacher discusses it together with the students. Seventh step, the teacher makes conclusion on the student activities.

In addition Bahri (2014:47) explain that, he conducts Zip Zap Game when the students still new in class and this game was able to increase the students speaking ability. It was proved that in the second cycle the students speaking ability was higher than the first cycle. In cycle I, it showed the mean was 66.88 and the percentage of the learning successful was 62.96%. Meanwhile, the result of cycle II gained the mean was 71.59 and the percentage of the learning process was 81.48%. Moreover, implementing zip zap game can motivate the students to be more active and contribute positive development in teaching and learning process.

2. The Difference of Using Zip Zap Game

a. Zip Zap Game of Fauzan Bahri

- 1) He conducted Zip Zap Game when the students still new in class.
- 2) First step, all the students sat on chair in a circle, there are no empty chairs
- 3) For the student activities, the teacher gave an example how to speak or introduce self to other students (*hello friend, my name is.... my hobby is.... and I have big or small family, I have father, my father name is..... and my mother name is..... I have..... brothers and..... sisters. I love my family.* the teacher stood on the middle and said, Zip means left and Zap means right. The teacher said Zip, the student who was pointed has to say the name of the students were sitting in his or her left (*my friends who are sitting in my left. Her/His full name is... and the nickname is... and she/he has... family, his or her father name is... and his/her mother name is..... she/he has..... brothers and..... sisters. She/He loves my family*).

b. Zip Zap Game of My Modification

- 1) I conducted Zip Zap Game on February, 2nd 2016 up to February, 25th 2016 in teaching and leaning process.
- 2) First step, all the students sat on chair in a small group. Each group consists of 3 or 4 students
- 3) For the student activities,

a) In Cycle 1

The teacher tried to introduce the Zip Zap Game to students for reviewing the material today! (if the teacher stops on the word ZIP. → the student is choosed by the teacher and student who sits beside on the left, must tell (*my name is..., Today, I learn occupation, there are many jobs and I can mention...*) and If the teacher stops on the word ZAP. → the student is choosed by the teacher and student who sits beside on the right, must tell (*my name is..., Today, I learn occupation, there are many jobs and I can mention...*).

Next meeting, the teacher asked students to deliver the discribe their picture to their partner with said that, (*I bring a picture about doctor and my describing is Mrs. Indah is a doctor. She is in the hospital. She gives medicine for her patients. For speaking test the student must tell the picture of your friend beside on right or left with said, (The picture of my friend beside on left me about..... or the picture of my friend on right me about.... and my picture about...)*).

b) In Cycle 2

Teacher decides their group. Each group consists of 3 or 4 students. The teacher distributed the short reading text not a text for a group, but a text for a students. So, each students got the

short reading text. Next meeting, The teacher asked students to play Zip Zap Game and speak English in theirself group, the student said *(my picture is... (Hotel, Port or Zoo), I want to give information about my picture, please listen cerefully! Hotel is..., Port is..., Zoo is... from my information. Do you have any question?)*.

Next meeting again, the teacher asked students to discuss the answer. Twelfth step, The students must answered the question *(Excuse me, how can I go the___ ?, Sir, Can you tell me the way to the___?, Can you help me, please? I want to go the___?, Excuse me, is there a___near here?)* and the answer was *there hospital, post office, bus station, book shop, italian restaurant, factory, museum*. Each group gets one question and different answer.

Next meeting again, the teacher asked students to practice speaking in English with deliver text to their partner, the students said, *(Excuse me, how can I go the___ ? Go straight on. Go past the traffic lights and Walk along Bond Street. Go straigh on until you get to the roundabout. At the roundabout turn left on King's Road. It's the building opposite the cinema on the left)*. Other student in their group said different place, *(Sir, Can you tell me the way to the___? Of course. Go straight on. Go past the traffic lights. Then take the first left to Green Street. Walk past the*

library. It's the building next to the library on the left) in the group there was three different "Direction" text.

For speaking test, the teacher asked the students to make short dialog in the speaking test, *(there is dialog about asking direction and giving direction for every students. First student asks direction to second student, Excuse me, how can I go the___ ? or Sir, Can you tell me the way to the (hospital)?. The second student gives direction, Go straight on. Go past the traffic lights and Walk along Bond Street. Go straigh on until you get to the roundabout. At the roundabout turn left on King's Road. It's the building opposite the cinema on the left. The Second student asks direction to the third student, Excuse me, how can I go the___ ? or Sir, Can you tell me the way to the (post office)?, etc. After the speaking test, The teacher gave "winner" picture to each students who finish speaking test well.*