CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents and discusses about speaking, teaching speaking, Guessing Game technique, the kinds of guessing game, the advantages and disadvantage of using Guessing Game technique, the implementation of Guessing Game technique, and the previous study.

A. Definition of Speaking

Speaking is the process of constructing meaning, giving and receiving information that occurs between two peoples or more. Based on Tarigan (1990:3-4), speaking is a language skill that is developed in child life, which is produced by listening skill, and at the period speaking skill is learned. Meanwhile, speaking is one of English skill that very important and must be involved in teaching and learning. The students have to learn speaking in order to build their self confidence and having good conversation with other by using English.

Based on the explanation above, the researcher concludes that speaking needs more practices because there is not only meaning to speak fluently but also to use the grammatical rules and vocabularies. According to Harmer (2007:123), there are three basic reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities or chances to practice real life

speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all the languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become. This means that they will be able to use words and phrase fluently without very much conscious thought.

B. Aspects of Speaking

There are some aspects of speaking that should be mastered if the people want to speak well. The aspects are accent, grammar, vocabulary, fluency, and comprehension.

a. Accent

Accent is an emphasis given to syllable or word by means of stress or pick (Hornby 1995:16). Accent focused on pronounciation. When the speaker say, he/she will give an emphasis to certain words suitable and pronounciations.

b. Grammar

Grammar is description of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language (Richard 1999:161).

c. Vocabulary

Vocabulary is the number of words in language (Hornby 1995:1331). It means that vocabulary is the important aspects in having good conversation with other people. One cannot communicative effectively or express their ideas both oral and written form if they have do not sufficient vocabulary. So, vocabulary means, the appropriate diction which is used in communication. Someone cannot give information accurately if he/she is lacked by vocabulary. He/she can give wrong information is caused he/she did not find the words to express or give information. If someone have sufficient vocabulary, it will help him/her to communicate or interact to other people.

d. Fluency

According to Richard (1999:1441), the features which give speech the qualitative of being natural and normal, including native-like of pausing, rhytm, intonation, stress, rate of speaking and use of injection. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast of speaking.

e. Comprehension

Comprehension is the power of understanding (Hornby 1995:235). It means that comprehension is one of important aspect in the speaking process. For oral communication certainly

requires a subject to respond and speech as well as to imitate. If we review to the function of speaking as transactional and interpersonal function, comprehension is the one important part to catch these function. The speaker will be able to communicate or interact to other people if there is understanding about the topic of speech. It can be hoped if there is comprehension between the speakers and listeners.

C. Teaching Speaking

Teaching speaking is the activity of teacher in conveying information or knowledge about speaking skill to the students. Furthermore, teaching speaking can be used as the basic knowledge and also more significant aspect to be taught.

According to Nunan in Kayi (2006:1), teaching speaking means that the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgements, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Based of the statements above, it means that speaking is very dominant aspect that always needed in the process of teaching and learning. So that, teaching speaking becomes more significant to be taught in the classroom.

1. **Principle for Designing Speaking Techniques**

   Brown (2001:275) stated that there are several principles for designing speaking techniques. They will be mentioned below:

   a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency. Based on the statements, those means that the techniques designed to help students to perceive and use the building blocks of language.

   b. Provide intrinsically motivating techniques. In this term, the the teacher try to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be.

   c. Encourage the use of authentic language in meaningful context. It takes energy and creativity to devise authentic contexts and meaningful interaction. The teacher can use the appropriate material as the resource. Drills techniques also can be structured to provide a sense of authenticity.

d. Provide appropriate feedback and correction. The students are commonly get the feedback in the teaching and learning process, in the classroom or beyond the classroom . So, it is important to the teacher to inject the kinds of corrective feedback that appropriate to the moment.

e. Capitalize on the natural link between speaking and listening. Actually, many interactive techniques that involve speaking will also course include listening. Speaking and listening are two skills that have relation each other. So, don't lose out on opportunities to integrate these two skills.

f. Give students opportunities to initiate oral communication.

In this case, the teacher gives opportunities to the students to initiate conversations, to ask questions, to nominate topics, and to change the subject. Those all the part of oral communitative competence that can be initiated by the students.

g. Encourage the development of speaking strategies. This statement means that the teacher can use any kinds of teaching strategy in the purpose students become aware of, and have a chance to practice.

2. Tecniques of Teaching Speaking

Learning speaking in the class sometimes make the learners feel bored if the teacher teach them with the monotone ways.

Based on Larsen (2000:132), there are some tecniques that provided in Communicative Language Teaching, as follows:

a) Scrambled Sentences

    The students are given a passage (a text) in which the sentences are in a scrambled order. This maybe a passage they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their original order.

b) Language Games

    The students find games enjoyable, and if they are properly designed they give students valuable communicative practice. Morrow's, three features of communicative activities where manifested in the card game we observed in the following way: An information gap existed because the speaker did not know what her classmate was going to do the following weekend.

c) Picture Strip Story

    The activity in this tecnique is one student in a small group was given a strip story. She showed the first picture of the story to the other members of her group and asked them to predict what the second picture would look like.

d) Role Play

Role plays give students an opportunity to practice communicating in different social context and in different social roles. It can be set so that they are very structured (for example, the teacher tells the students who they are and what what they should say) or in a less structured way.

3. Classroom Speaking Activities

There are many kinds of speaking activities in the classroom. The activities used to have an effective condition while teaching and learning process besides practice the students to have a good coversation by using English. According to Harmer (2007:271-274), there are several kinds of speaking activities in the classroom which are mentioned below:

1) Acting from a script

The teacher can ask the students to act out scenes from plays and/or their coursesbook, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

2) Communication games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a

puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

3) Discussion

Discussion is one of ways that can make the students to have a chance to think of ideas and express the language with other or in their group before being asked to talk in front of the whole class.

4) Prepared talks

Prepared talk happens where a student (or students) makes a presentations on a topic of their own choice. Prepared talks represent a defined and useful speaking genre, and if properly organised, can be extremely interesting for both speaker and listeners.

5) Questionnaires

Questionnaires are useful because, by being pre-planed, they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process.

6) Simulation and role-play

Students 'simulate' a real-life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview)

as if they were doing so in the real world, either as themselves in that meeting or aeroplane, or taking on the role of a character different from themselves or with thoughts and feeling they do not necessarily share.

D. Assesing Speaking

Based on Hughes (:104), there are three ways general formats that are presented in testing speaking; interview, interaction with peers, and response to tape-recordings.

1. Interview

    The most obvious format for the testing of oral interaction is the interview. It is traditional form, however, it has at least one potentially serious drawback. The relationship between the tester and the student is usually such that the student speaks as to a superior and is unwilling to take the initiative. As the result, only one style of speech is elicited and many functions (such as asking for information) are not represented in the students' performance.

2. Interaction with peers

    In this way, two or more students maybe asked to discuss a topic, make plans, and so on. The problem with this is that the performance of one student is likely to be affected by that of the others. For example, an assertive and insensitive student may

dominate and not allow another student to show what the the he/she can do. If this format is used, students should be carefully matched whenever possible.

3. Response to tape-recordings

Uniformity of eliciation procedures can be achived through presenting all students with the same computer generated or audio-video recorder stimuli (to which the students themselves respond into a microphone). This format often describe a 'semi-direct', ought to promote reliability. It can also be economical where a language laboratory is available, since large numbers of students can be tested at the same time.

Based on the statements above, the researcher will use the interview as the format test of testing speaking to collect the data.

E. Games for Language Learning

1. Definition of Game

Based on Wright (2006:1), game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. This means that games are commonly related with the enjoyable condition and pleasure. In line with Klippel (1984:32), states that games are a lot of fun even if they are not played in order to score

point. Based on the those statements, it means that game can make the learners fun and happy, so the teacher can combine their strategy in teaching by applying the game.

2. The Variety Techniques of Game

There are several kinds of game that can be used as technique of language teaching and learning. Hadfield (1997:4), states that the game make use of a variety of techniques. Techniques used include as follows:

a) Information Gap

In these activities Student A has access to some information which is not held by Student B. Student B must acquire this information to complete a task successfully. The game maybe played in pairs or in small groups, where all the members of the group have some information.

b) Guessing Games

In this game, the player with the information deliberately withholds it, while others guess what it might be.

c) Search Games

In these games everyone in the class has one piece of information. Players must obtain all or a large amount of the information available to fill in questionnare or to solve a problem. Each student is thus simultaneously a giver and a collector of information.

d) Matching Games

These games involve matching identical pairs of cards or pictures, and maybe played as a whole class activity, where everyone must circulate until they find a partner with the same card or picture.

e) Matching-up Games

In this game, each player of a group has a list of opinions, preferences or a possibilities. Only one of these is shared by everyone in the group. Through discussion the group must decide on a common preference, in order to agree on something such as a dinner date or choice of afternoon activity.

f) Exchanging and Collecting Games

In this activity, the players have a certain articles or cards which they are willing to exchange for others in order to complete a set. This maybe play as a whole class activity, where players circulate freely, exchanging cards or articles at random.

g) Combining Activities

In these activities, the players must act on certain information in order to arrange themselves in groups such as families or people living in the same flat.

h) Puzzle-Solving Activities

The game occurs when participants in the game share or pool information in order to solve a problem or a mistery.

i) Simulations

This game includes the imitation in the classroom of a total situations, where the classroom becomes a street, a hotel or a supermarket. These game practise interaction between the individual and services such as shops, banks, tourist offices, stations, and airports.

j) Card Games

The cards can have a meaning or value in a game, or simply serve as symbols for objects or actions. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

F. Guessing Game Technique

The researcher conducts guessing game in teaching speaking in order to know the effectiveness of it. So, in this part the researcher will explain more about guessing game. Guessing game technique is a way of game to guess an object such as a verb, noun, abstract noun or phrase by giving many clues to the guesser as much as possible. Guessing game can be adopted from a television and radio, which

creates the teaching and learning situation based on the student excitement of playing game. In guessing system, every student has time and chance to practice speaking and gives the clues to others until they can guess it correctly. So, in applying the game, students are much courage in thinking what they want to say.

Klippel (1984:31), says that the basic rule of guessing games is eminently simple: one person knows something that another one wants to find out. How this is down is determined by an additional sets of rules. As the person guessing has a real urge to find out something, guessing games and as such are very important for foreign language learning. In those statements mentioned that there is an additional sets of rules. So, this means that the teacher must give the rules such as, ask the player to give a clue about something that written in a lottery paper, picture, or box. The words or something to be guessed have to different from game to game. It purposes to avoid the students bored so that they can practice English fun by using the game.

From the statements above, it can be said that guessing games are interested by students all of ages from children to adult, and it encourages the learners to communicate because it is combination between language practice with fun and excitement. So, it means that guessing games gives more opportunities to improve speaking skill of eight grade students as the beginning learners who start to learn

English formally. By using guessing games technique in teaching speaking made students really were active and looked happy in learning process.

1. **The Kinds of Guessing Game**

    There are some kinds of guessing game. Based on Marsland (2012:22-23), there are many guessing games based on the concept of one person 'knowing', and the rest of the class 'guessing'. These all involve 'yes/no' questions. Below, there are some techniques of guessing games that using 'yes/no' questions:

    a) I-spy

        This involves the 'knower' giving the first letter of an object he or she can see, and the rest guessing what it is. Each puzzle traditionally begins with the form 'I spy, with my little eye, something beginning with A.', where 'A' becomes the student's chosen letter.

    b) Twenty questions

        Also known as 'Animal, vegetable, mineral,' this involves providing the category of an object, which is one of three headings given above. The guessing students are then given twenty attempts to learn something about the object before they have to guess what it is. More advanced learners might include the fourth option of 'Abstract' for nouns of emotion, and so on.

c) The coffee-pot game

This is also frequently used in many language classrooms, and can target any grammatical category, although verbs are particularly suitable. In each question the world 'coffee-pot' is used instead of the word which the questionaire is trying to guess (and which the 'knower' might have written down on a piece of paper).

d) Guess the word

This game is suitable played by the students in the whole class or in the groups. Guess the word can be used for abstract nouns. It involves one player that must give clues related with the word and other students in the groups have to guess it. While the other student in the groups try to guess, the player can answer "yes/no" about the right guess.

Based on the explanations above, the researcher choose "Guess the word" in applying Guessing Game technique in this research.

2. **The Advantages and Disadvantage of Using Guessing Game Technique**

According to Hidayat (2015), the advantages of using guessing game technique in teaching speaking as follow:

1) Guessing Game can be used as a new technique in teaching and learning process.

2) Guessing Game can make the students happy in speaking English.

3) Guessing Game create the well condition and enjoyable in the classroom.

4) Guessing Game can motivite the students to speak English easily

5) Guessing Game can make the students interested to speak English with try to guess word in the guessing games activity.

6) Guessing Game can show the possitive attitudes of each students in the process of learning.

7) Guessing Game can enlarge knowledge, enrich vocabulary, receive and send message, and also problem solving.

Based on the advantages of Guessing Game above, there is also the disadvantage of it. The disadvantage of using this game will happen if the teacher could not use the time effectively and efficiently. So, the researcher should manage the time as well as possible.

G. Implementing Guessing Game Technique

According to Allen (1983:51-52), there is instructional value in playing a guessing game that requires the use of English words. One such game is conducted as follows:

1) Four students are asked to come to the front of the classroom. One of them is selected to draw a slip from a box which contains words related to many different categories.

2) The students who have drawn the slips show it to his three companions at the front of the room, but not to the other members of the class.

3) The other members of the class try to guess the word on the slip which has been drawn from the box. They take turns asking first about the category, "Is it a word for food? For furniture? For transportation?" the four students who have seen the slip take turns answering "No, it isn't' until the right category has been guessed.

4) After the right category has been discovered (transportation, for instance) members of the class continue to ask Yes/No questions: "Is the word bus? Is it taxi? Is it train?"

5) The one whose guess is correct may draw a slip from the box the next time the game is played.

H. Previous Study

Teaching strategy by using Guessing Game has been successfully implemented by Nur Fatimah at the first grade students of MTs Al-Huda Bandung Tulungagung in the academic year 2012/2013, with the title "Improving Students' Ability in Speaking through Guessing Game Technique at the First Grade of MTs Al-Huda Bandung Tulungagung." The form of that research is Classroom Action Research with emphasizing at the strategy to solve the students' problem in speaking ability. In implementing the research, she worked together with the collaborative teacher in implementing the lesson plan and to observe the activities carried out in the classroom. In conducting the technique, she used some steps; 1) divided students into three groups, 2) the chair person of the group came forward and chose one picture, 3) based on the clue given by the chair person the members of group asked her/him one by one about the characteristics of the secret picture. In the process of collecting data, the researcher collected the data through interview, questionnaire, observation, and field note.

Besides, the research of Nur Fatimah above is different with the form of this research. In this research, the researcher used experimental research with quantitative approach that emphasizing the guessing game technique to know the effectiveness of it. In implementing the research, the researcher work alone without

collaborative teacher in implementing the lesson plan. In conducting the technique, the researcher used some steps; 1) divided students into six groups, 2) asked one student of the groups to come in front of the class and took a lottery paper, 3) the student (player) gave clues about the certain word which written in the lottery paper to the groups, 4) the groups must guess the word competitively, 5) the groups that guess the word correctly will get ten points. While, in the process of collecting data, the researcher collected the data by administering test.

On the other hand, teaching strategy by using Guessing Game also has been successfully implemented by Rizal at the first grade students of SMP Negeri 3 Gunungsari in academic year 2012/2013, with the title "The Use of Guessing Game in Teaching Speaking; an experimental study at the first grade students of SMP Negeri 3 Gunungsari." In that research, Rizal classified the students became two classes namely control and experimental classes. For giving treatment, he gave the different ways in teaching speaking; taught speaking by using guessing game in the experimental class and taught speaking by using tape diaries in the control class. The design of the research, he used *After-Only: Intact Group* that measure of the research was taken after the treatment of two groups: experimental and control group. He took the posttest only to get the data. The scoring achievement procedure of that research, the students came forward in front of the class with their partner and made dialogue

based on their topic that they got under the monitoring of the researcher.

Furthermore, the research by Rizal is different with the design of this research. In this research, the researcher used *Pre-experimental* design with one-group pretest-posttest. The researcher took one class as the sample of the research. In the process of collecting data, the researcher took the result of students' score in pretest and posttest. Besides, the scoring achievement procedure of this research; the students were given pretest early before the researcher gave the treatment by applying guessing game technique, and the last they given posttest. the procedure of pretest are the students must came forward in front of the class and must answer the questions that have been prepared by the researcher orally (like interview). So, the procedure of posttest is same with pretest.