

CHAPTER II

LITERATURE REVIEW

This chapter presents the result of reviewing of some theories that are relevant to the problem. These reviews are expected to serve important background information to support the study and the discussion of findings. The literature review consists of speaking, game, and review of previous research.

A. Speaking

1. Definition

In general, speaking is an exchange of information between two or more people. Haryadi & Zamzami (1996:13) revealed that speaking is essentially is a process of communication, because in it there is a message from one source elsewhere. The ability pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings was called speaking. In line with this statement, Brown & Yule (1999:2) stated that speaking can be interpreted as the ability to pronounce the sounds of language to express or convey thoughts, ideas or feelings oral. Meanwhile, Suhendar (1992:20) said that speaking is a process of changing form thoughts or feelings in the form of speech. These utterances are meaningful language sounds spoken by someone. Meaningfulness becomes an obligation if the sound of the language wants it categorized as speaking activity.

From these definitions it can be interpreted that speaking is a skill to convey thoughts, feelings, and ideas orally well so that other forms can understand them. Speaking is a form of human behavior that utilize physical,

psychological, neurological, and linguistic factors effectively broad so that speaking is often regarded as the most important human tool for social control. The number of these factors is an indicator of success speak. So, the speaking ability level of a person or student is not only determined by linguistic factors only or psychological factors alone, but measure mastery of all these factors as a whole.

In talking to someone, speakers convey messages and information to listeners using good language and speech so that listeners can understand the meaning message conveyed by them. Supriyadi (2005:178) states that if someone has good speaking skills well, he will gain both socially and professionally. Social advantage related to the activities of social interaction between individuals. Meanwhile, professional benefits obtained when using language to ask questions, convey facts and knowledge, explain and describe. These oral language skills make it easier for students to communicate and express ideas or ideas to others.

According to Tarigan (1983:15) the main purpose of speaking is to communicate. The speaker should understand the meaning of combination of words, he must be able to evaluate the effect of communication on the listener, and he must know principles that underlie all conversation situations, both in general as well as individuals. According to Tarigan (1997:37), the purpose of the conversation can usually be divided into five groups, namely (1) entertaining, (2) informing, (3) stimulate, (4) convince, and 5) move. So it can be concluded that speaking is not only intended to convey information, but also as a communication link between humans directly or orally.

So that the purpose of the conversation or message can reach the audience properly, it is necessary to pay attention to several factors that can support effectiveness speak. Speaking activities also require things beyond language skills and science. At the time of speaking required language mastery, language, courage and calm, and the ability to convey ideas smoothly and regular. Supporting factors in speaking activities are as follows. language factor, include a) the accuracy of speech, b) the appropriate placement of pitch, joint or duration, c) choice of words, d) accuracy of sentence usage and grammar, e) accuracy target talk. While non-linguistic factors, include a) a reasonable attitude, calm and not stiff, b) views must be directed to the other person, c) willingness respecting others, d) appropriate gestures and expressions, e) loudness, f) fluency, g) relevance, reasoning, h) topic mastery (Arsjad & Mukti, 1993:27).

2. Teaching Speaking

Brown (2000:7) states that teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning. So, it means that teaching speaking to the students is guiding and facilitating them to learn how to speak. In teaching speaking, the teacher must facilitate the students to learn how to speak in English. It means guiding students in generating and organizing messages into comprehensible speech to achieve various goals, such as reports in spoken form and is also a means of expanding and deepening student's knowledge involving memory, thinking, and language.

Nunan (2003:54-56) mentions there are five principles for teaching speaking. The principles are:

- a. Be aware of the differences between second language and foreign language learning contexts: speaking is learned in two broad contexts, foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context. Learning speaking skill is very challenging for students in FL context, because they have very few opportunities to use the target language outside the classroom.
- b. Give students practice with both fluency and accuracy: Accuracy is the extent to which student's speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.
- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talks: pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.
- d. Plan speaking task that involves negotiation for meaning: it involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning/by asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking: interactional speech is communicating with someone for social purpose. Transactional speech involves communicating.

Based on the explanation above, teaching speaking is important skills in the process of learning English in the classroom. The researcher believes that the main success of a speaking teacher comes from his ability to create and develop appropriate materials, learning media, and strategies according to the needs and interests of students. Learning speaking must be directed at the ability to master English creatively and think logically in mastering the language. Learning speaking must invite students to use language in all its forms and variations. Learning to write is not only for communication skills, but also for creative and logical thinking. To improve students' speaking ability, Teachers must create interesting teaching methods, so that students will interested in learning. If students are interested in learning, they will be active involved during class, because teaching speaking cannot be done succeed without good cooperation between teachers and students.

B. Game

1. Definition

Sadiman (1993:80-82) states that the game is one of the learning media in education. The game is any contest between the players interact with each other by following certain rules to achieve the certain goals too. Andang Ismail (2009:

26) said that the game has two meanings: 1) game is an activity pure play for fun without looking to win or lose, 2) the game is defined as play activities carried out by seeking pleasure and satisfaction, but marked with win and lose. Games are a form of work, especially with rules, for example tennis, football, cards (Hornby, 1974:353). Games are structured activities, usually done to pleasure and is sometimes used as an educational tool. Games are activities with rules, goals and elements of fun. In a game there is a competition that players or teams compete to be the first to reach it goals, but sometimes players or teams have the same number of strategies together cooperatively towards a same goal.

In the current era, games are also included in learning activities in the classroom. It is hoped that the game can attract students' interest in learning in class. There are two types of games according to Brewster et.al (2010:175), they are:

a. Accuracy – focused games

In these games the aim is usually to score more points than others and there is often a clear “winner”. This kind of game may focus on comprehension as well as production and these games are also very good at training pupils' memories.

b. Fluency – focused games

This type of game tends to focus on developing fluency and collaboration with others. These games are an important part of the communicative and actively-based approaches and are usually done in pairs or groups.

It can be concluded that the use of games in the classroom will help students remember and improve student's communication skills. In addition, the addition of games between learning will be considered fresh and interesting so that it will reduce boredom in the classroom. Therefore, games are now widely used in educational environments such as schools, courses, and other places of learning.

2. Find Someone Who Game

Find Someone Who is a type of game that gives students the opportunity to practice verbal interaction. According to Wright et.al (2006:16) Find Who is a type of game that makes language students ask and answer questions to get information about their peers. In the activities students should be asked to find out and report about anything students have similarities with other students. From this statement it can be concluded concluded that the game Find Someone Who is one type of activity that provide opportunities for learners to use language functionally to seek personal information from their peers.

There are several steps to implementing Find Someone Who in the classroom. Firstly, Prepare 15 to 20 characteristics using vocabulary that your students are familiar with. Since this is a fluency activity, the purpose can be to review or recycle vocabulary and perhaps even learn one or two new words, but the main purpose of this activity is to get students talking for a purpose and, thus, limit the difficulty of the language used. As with all fluency activities, aim for a level below your students' actual proficiency level.

Secondly, try to vary the questions so that it will be easy to find a person for some characteristics but not so easy for others. Easy questions that most people can answer yes to include “find someone who has more than one brother,” “find someone who watches TV at night,” or “find someone who likes to eat fish.” It is usually harder to find the one or two people who can answer yes to “find someone who is an only child,” “find someone who was born in December,” or “find someone who usually reads the newspaper every morning.” Mix up the easy and difficult characteristics on your sheet. After preparation is complete, do the following:

- a. Announce that the class is going to do a brief interview activity in which each student will ask people a question to find out if they do a certain activity. The goal is to ask everyone in class until students find someone who does that activity or has that characteristic.
- b. On the board, write two examples of characteristics from your sheet. Tell students not to give the answer right now. Ask them to think how they would answer if someone asked them right now, “Excuse me. Do you read the newspaper every morning?” What would their answer options be? (Yes, I do OR No, I don’t.)
- c. Hold up a copy of the checklist of characteristics. When students find someone who says yes to one of their questions, they should write that person’s name on their checklist sheet and go on to the next question with another person.

- d. Important: A student can write a person's name only once. Thus, if Maria reads the paper every day and she is an only child, no student can write Maria's name twice on the checklist.
- e. Pass out the papers. Ask everyone to stand up. Begin the activity. You, as the teacher, should participate as well.

3. Advantages of Using Game in Learning

According to Smaldino *et.al.* (2008:30) advantages of game states as follows:

- a. Involvement. The students involved quickly in learning through play.
- b. In accordance with the results. The game can be simplified to fit the learning objectives.
- c. Diverse atmosphere. The game can be used in a variety of classroom setting, ranging from the entire class to the individual activities.
- d. Getting attention. The game used to be an effective way to get the attention of the students to learn about a specific topic or skill.

Besides this, games also help students as follows:

- a. Games create a context for meaningful communication

Certain games do this more obviously than others, but all games do this to a certain extent. Even when the game revolves around discrete language items, such as we would see in a spelling game, meaningful communication occurs because learners need to process how to play the game, as well communicating about the game before, during, and after.

- b. This meaningful communication serves as a basis for comprehensible input

The comprehensible input is, basically, what learners understand as they listen and read; it is interaction to enhance comprehensibility, such as asking for repetition or giving examples. It also leads to and comprehensible output, as learners are speaking and/or writing so that their peers can understand.

- c. Games add interest to what learners find boring

Learning a language involves long-term effort and, as we all know from experience, maintaining interest can mean sustaining effort. This is difficult even for the most committed learner. Shaping a learning task in the form of a game often piques the interest of learners who see it as something different to what they normally do in class.

- d. Games can be used with all the language skills

Games can be tailored so that there is a focus on listening, speaking, reading, or writing. Moreover, you will often find that a combination of skills is involved in the same game. They are therefore a great tool for appealing to different types of learners at the same time.

- e. Games offer a fun experience

When we play games, we get excited; it's as simple as that. The emotions aroused when learners play games add variety to what is often a sterile, serious process of language learning. Sometimes the need to lighten the mood is justification enough to use a game.

f. Games encourage participation from all learners

The game format, due to the variety and intensity that it may offer, can do wonders in lowering anxiety and encouraging quieter learners to participate, especially when games are played in small groups.

g. Games are learner-centered activities

Games are truly learner-centered in that learners are not only highly active when playing games, but also in that we can organize the working of games so that our learners adopt the role of leaders, with teachers as mere facilitators.

h. Games work outside of class

We see game formats used everywhere. Therefore, it should be no surprise that many games can also be played outside of class. Therefore, they present a means for learners to use the language outside of class time.

i. Games promote cooperative learning

Most game formats work well with small groups, thereby creating a setting for learners to develop their skills in working with others. Other benefits of group games include:

- The need for cooperation encourages the building of team spirit and can have a positive knock-on effect in classroom dynamics.
 - Many games involve a degree of competition, although this is not always the case. Furthermore, this can be a healthy thing, as long as the stakes aren't too high.
 - Many game formats encourage everyone to take a turn, rather than letting some learners do all the talking. Games therefore encourage egalitarian participation.
- j. Games fit into multiple intelligence theory

Game activities relate really well to a variety of intelligences. For example is game activities which contain a hands-on element, such as cards, spinners, or pieces engage with bodily/ kinesthetic intelligence; group games always require discussion and therefore involve interpersonal intelligence; game tasks with visual input engage with visual/spatial intelligence

Find Someone Who is a great icebreaker for the beginning of the course. It's also a good way for you to learn your student's names and something personal about each of them. Moreover, based on experts argumentations there are some benefits of using Find Someone Who game as a technique for teaching speaking:

- Making learners feel comfortable to share their personal information with others and making them feel confident with themselves.
- Increasing learners focus on language lesson and making learners more communicative during learning process.
- Making learners enjoy working with others or on the other words increasing learners cooperation during learning process.
- Encouraging the practice of specific language points in joyful and active way.
- Providing students with precious language practice which emphasizes on practicing oral strategy such as describing, predicting, simplifying, and asking for feedback trough game-base activity.

C. Previous Research

There are some relevant studies related to the use of Find Someone Who game to speaking skill. The first study is “Teaching The Present Perfect Tense by Using Game (Find Someone Who) A Classrom Action Reseach at VIII Grade Students of MTs Soebobo Mantofani Jombang Ciputat” by Hayat (2011). The purpose of this study is improve student’s understanding in present perfect tense material which is carried out in class VIII MTs Soebono Mantofani Jombang Ciputat, academic year 2010/2011 as the subject study. She found that there was an increase in student’s understanding about the present perfect tense.

The second study is “The Effectiveness of Find Someone Who Game Toward Student’s Speaking Skill (A Pre-experimental Study of First Grade Students of Cunilary Departement at SMK Negeri 3 Tangerang)” by Sari (2014).

The purpose of this study was aimed to improve students' speaking skill through the use of Find Someone Who game in the first grade students of SMK Negeri 3 Tangerang academic year 2013/2014. She found that there was improvement of students speaking skill after being taught using "Find Someone Who" game. Most of students speaking score in post-test were better than their score in the pre-test.

The above studies prove the effectiveness of using the Find Someone Who game on students' speaking skills in educational settings and professional fields. In the aspect of the teaching and learning process, Find Someone Who can be used to solve problems in writing activities. This is because the Find Someone Who game provides opportunities for students to interact directly with others to seek information by emphasizing the maximum use of language. In addition, games in the classroom will help increase student's interest in learning speaking without feeling monotonous.