

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher describes the definition of speaking, the teaching of speaking, the definition of games, the advantages of games, snake and ladder game.

A. The Definition of Speaking

Speaking skill is an important skill that needed to be taught in language class. In teaching English there are four important skills. Those are reading, listening, writing and speaking. Speaking is the same as oral interaction, which are conventional ways of speaking information, expressing our idea, and thought have in our mind(Nunan, 2003:40). So, it can express our idea in our mind.

There are visible and audible activity in speaking. The speaker has to know the responds of the listener and the listener has to listen to the idea or information that is delivered by the speaker.

Speaking is not only to communicate with other people but by speaking we can get new information or we can share our idea with other people. Language just possessed by human being to interact each other. Communication can be done at least by two people, there are

speaker hearer. The hearer must listen and understand what speaker says, and then gives a response.

Speaking means to produce the language by using articulation that is used to convey the messages. Students need practice more for getting to do speaking activities in small group and pair work for practicing and talking risks and also encouraging them to practices with classmate in their own time should increase their comfort.

According to Nunan (2003:43) speaking is oral skills which consist of producing system verbal sentence to convey meaning. He also adds that speaking is someone's ability express ideas, feelings, thoughts, and emotions and to respond what other say orally. Besides, Lawtie (1992) says that speaking is a fundamental of human communication, without speaking someone cannot say anything. Furthermore, Mc Donough (1993: 152) says that in speaking people produce utterances to communicate something to achieve a particular end. He also adds the purpose of speaking is to express ideas and opinions, expressing a desire to do something, negotiating or solving a particular problem, and maintaining social relationship and friendship.

Moreover, Burns and Joice (1997: 21) says that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs including the participants themselves, their experiences, and purpose of speaking. In addition, Harmer (2007:

126) says that speaking usually involves two or more people using language for interaction can be done if there are two or more people in one communication area and different area. It involves speaker (s) and listener (s) who interact each other, convey message or transfer information.

B. The Teaching of Speaking

Brown (2001) states teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Teaching English as a foreign language in senior high school is difficult, but the teacher must create the good techniques to make the students motivated in learning English. Brown (2001) stated that the aim of the teacher who teaches a foreign language is to set the learner into a situation where the learners actively participate as a member of community. It means that the teacher should create the suitable media related to the topic given. So the students feel enjoy and comfortable and also motivate in teaching and learning process, and make them more active while learning English in the classroom.

In teaching speaking, teacher can use many ways to make students speak up in speaking class. According to Harmer(2007:123) there are three reasons for teaching speaking :

1. Speaking activities provide rehearsal opportunities, chances to practice real life speaking in the safety of classroom.
2. Speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how success they are and also what language problems they are experience.
3. The more students have opportunities to activate the various elements of language they have stored in their brain, the more automatic their use of these elements becomes. As a result, students gradually become autonomous language users. This meant that they will be able to use words and phrase fluently without very much conscious thought.

Good speaking activities should be extremely engaging for students. If they are all participation fully, and the teacher has set up the activities properly and then give sympathetic and useful feedback.

In teaching speaking students should speak clearly using good grammar, pronunciation. It can make the communication become well and students can speak more actively in the class.

C. Games

A game is an activity with rules, a goal and an element of fun. Game should be regarded as an integral part of the syllabus, as an amusing activity for Friday afternoon or for the end of the term.

1. The Definition of Game

There are several definitions of game. According to Kim (1995), a game is a concrete operation through which a student can experience a new concept before he can recognize it formally. Moreover, Erzoz (2000) says that game is an activity in which the interaction existed among the contestants with certain rules to gain a special objective. Meanwhile, Wright (1983) says that game is kind of activity under a certain rules to reach a certain goal with the element of fun.

Silvers (1982) cited in Uberman (1998) says many teachers are enthusiastic about using games as a teaching device, yet they often perceive games as mere times-fillers. He also claims that many teachers often over look the fact that in relaxed atmosphere, real learning takes places, and the students can use the language they have been exposed to and have practiced earlier. However, while discussing game, appropriacy is need to be considered. They must be suitable with the students' level or age, or to the material that is to be introduced or practiced.

According to Wright(1983), games help the teacher to create contexts in which the language is useful and meaningful. Furthermore, Erzoz (2000) says that games are highly motivating since they are amusing and at the same time challenging. In addition, as well as Wright, Erzoz also says that the game encourage and increase cooperation.

Game can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill at the other as change to used the language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action. (Haldfield, 1999).

2. The Advantages of Game

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. 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.

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.

Many games cause as much density of practice as more conventional drill exercises; some do not. What matters, however, is the quality of practice.

The contribution of drilling lies in the concentration on a language form and its frequent use during a limited period of time. Many games provide this repeated use of a language form. By making the language convey information and opinion, games provide the key feature of 'drill' with the opportunity to sense the working of language as living communication.

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, challenged, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to read, speak and write 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.

Games can be found to give practice in all the skills (reading, writing, listening and speaking), in all the stages of the teaching/learning (Wright, Betteridge and Buckby, 1983:1).

The use of games in the classroom has many advantages.

According to Carrier (in Sanchez, 2007:50) mentions some of them:

- a. **"Games give a variety of tools to facilitate the teaching-learning process". In other words, teachers can make use of games as they are one of the complementary tasks of a syllabus and with which students can better develop their learning strategies.**
- b. "Games are flexible". It means that they can be used for teaching any aspect of the language. One game can even be used to teach two or three language features at the same time, it is just a matter of adaptation considering the students' level and the objective of the class.
- c. "Games make the lesson less monotonous" as they provide a great variety of class activities which help to maintain students' attention and interest in the language without getting bored.
- d. "Games raise the students' motivation" in such a way that students enjoy their learning so much that they might not realize they are doing so.
- e. "Games make students produce language subconsciously." This means that students learn and/or review any aspect or ability of the language at the same time they focus their attention on

whether they succeed in playing. In other words, they concentrate on the excitement of winning. Students produce the language without worrying if they are doing right or wrong, they just produce it and achieve it.

- f. "Games stimulate students' participation and give them confidence".. This is when students free themselves in order to participate to get the best score or even to be the best in the class. They usually feel much more confident with their performance and this makes them learn and practice new structures. I learn from their mistakes, and fulfill the goals of the class, indeed.
- g. "Games transform the teacher's role from that of formal instructor to that of an organizer or/and moderator of the class."In other words, games reduce the domination of the classroom done by the teacher. Ergo, there is not too much teacher talking time an/more, only the necessary to model and moderate the activity. The teacher mainly observes students while they carry out the activity rather than exposing, explaining and correcting.
- h. "Games can also serve as a testing mechanism" because they expose the students' weaknesses and strengths. This usually comes while the teacher is observing the performance of students in a game. The teacher takes notes about students' mistakes and weak points to give an adequate feedback. Of course, as games generally focus on one language aspect to practice or improve in

the class, this cannot be a tool to be used as formal evaluation
(Sanchez, 2007:51).

D. Snakes and LaddersGame

In addition, in English Collins Dictionary states that snakes and ladders is a British, a game played with a board and dice. When you go up a ladder, you progress quickly. When you go down a snake, you go backwards.

Beside in the Oxford Advanced Learner's Dictionary definite that snakes and ladders is a children game played on a special board with picture of snakes and ladders board on it. Players move their pieces up the ladders to go forward and down the snakes to go back.

According to Mohd Hafis Muaddab (2012), snake and ladder game was created in the 2nd century BC by the name of "Paramapada Soplanam" (Ladder to Salvation). The game has been developed by the Hindus to teach their children as a lesson of morality whereby the snakes are bad omens and the staircasere presents good values. Then the game has become part of the traditional game in Indonesia although there is no detailed information about its emergence in Indonesia. This game can also be used as a tool to educate, entertain and to build up interactive communication among the players.

Arinil Janah (2009) had conducted a research on the use of snake and ladder game in class to enhance students' understanding in learning

at one of the schools in Indonesia. The study involved the students in primary two of the school. The results shown is that snake and ladder game successfully enhance students' active participation and be expressive during learning. In addition, learning becomes fun with the use of media-learning. *Snake and ladder is a kind of educational game that purpose on exercising students rapidity in speaking. This game requires some kind of tool among others board, snake and ladder are equipped image paper, and dice. Teacher can make the dice by herself in English number (Mujib and Rahmawati: 2011).*

The researcher infers that snakes and ladders is the game board consists of snakes and ladders. If someone finds a ladder he goes up, but if he finds a game by shaking the die for playing on the board with numbered grid squares.

1. Preparation

For the main game (counting), you need a grid or a track, made up of interconnected squares, all numbered, extending from 1 to 100 — or, for a quicker game, a number less than 100. Every so often along the way, draw a ladder (which has its base in one square, and its top in a square much further **on** in the number sequence) also every so often along the way, draw a snake (with its head in one square and its tail in a square much further **back** in the number sequence).

For Variation 1, you will need to write instructions on certain squares, e.g. 'I go back three squares'. Alternatively, you may prefer to write instructions on a set of 'chance' cards (see below).

For Variation 2, the learners will write instructions (see below). When making the grid or track, you should use fairly thick card, and always store it flat. Should it curl, playing the game becomes difficult, since the players' counters, which are used to mark their progress along the number sequence, may slip and slide off. Instead of measuring and ruling the squares on the card, you may find it easier to cut the desired number of squares from a sheet of card, write all numbers and instructions on them first, and then stick them down on a second sheet of card. This way, any mistakes can be corrected as you work, by taking a fresh square of card; and, later on, when the game has lost its novelty, fresh instructions can be substituted for the old ones, since the latter can be prized or torn loose.

2. Procedure Pair work, or small groups

In the standard version of **snakes and ladders**, the players take it in turns to throw the die and move their counter ahead along a numbered track or grid. They move the same number of squares along the track or grid as the number thrown on the die. Their aim is to be the first to reach 'Home' at the far end of the number sequence. Landing on a snake's head along the way means that a player must

go back to the square containing the snake's tail. Landing at the foot of a ladder takes a player up and on to the square containing the top of the ladder. As they move their counters, the players must count the moves out loud.

Variation 1

Pair work, or small groups

Language practice (beyond counting) can be worked into **snakes and ladders** by writing various instructions into every third or fourth or fifth square, e.g. 'Go back three squares' or 'Go forward four squares' or 'Miss a turn'.

Instead of writing the instructions directly into the squares on the grid or track, since the size of the squares limits the length of the instructions, you may prefer to write them on separate cards, cut to whatever size you please. These 'chance' cards, as they are called, should be shuffled and placed face down in a pile before the game is started. Players are directed to 'Take a chance card' by a written instruction to that effect written directly on the grid or track. They should take the topmost card. The instructions on the 'chance' cards can represent good luck, sending the players forward along the number sequence, or they can represent bad luck, sending them back. 'Reasons' for the good or bad luck may be given, perhaps drawing on the language and content of a story book or textbook studied by

the class, e.g. 'Your alarm clock does not go off. Miss a turn'; or 'You are given a lift in a friend's car. Go forward three squares.'

Variation 2

Pair work, or small groups

Instead of writing the instructions for the game yourself, ask the learners to write 'chance' cards, either in class or for homework, for others to use when playing the game. As in Variation 1, it may be a good idea to draw the content and language of the instructions from a story

book or textbook (Wright, Betteridge and Buckby, 1983:81-83).

E. Previous Study

There are some researches related to the use of snake and ladder game in teaching and learning process. Now, the researcher summarized some previous studies which can be the guidelines for the researcher in conducting the new one, and the way this research is different from the previous ones. The following explanation of some previous studies that related to the use of snake and ladder game.

A thesis by Syarifah Mawaddah, FKIP UNTAN students in academic year 2013, the title is *Teaching Speaking by Using Snake and Ladder Game*. The purpose of this research is to find out the effectiveness, the strengths, and the weaknesses of the snake and ladder game in teaching speaking to the seventh grade students of

SMPN 4 Ketapang in academic year 2013/2014. This research was conducted as a pre experimental research with the one group pretest-posttest. The sample of this research were class VII C which consists of 24 students. The data were collected through pretest and posttest of students' speaking performance and were analyzed by using Effect Size (ES) formula. The result of mean score of the students in pretest before treatment is 51.33 and the students mean score of posttest after treatment is 74.53. The finding shows that the effect of treatment is 1.49 (>1.00) or categorized as strong effect. It indicates that the use of snake and ladder game is effective in teaching speaking.

Based on some previous study above that are related to the use of snake and ladder game indicating that it has been effective to be applied, the researcher conducted a further research on the use of snake and ladder gametoward students' speaking achievement. As reviewed before that the first research focused on the use of snake and ladder game technique in teaching speaking. In this study, the researcher used the different level with previous research. Differently was level more specifically on the effectiveness of snake and ladder gametoward students' speaking achievement. Thus, it was clear that this research did not plagiarize the previous studies, but used those as guidelines and references in conducting the further research.