CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents review of related literature used in this study. The reviews of related literature have a goal of information concerned with the research problems. They are consisted of theoretical review which is presented concepts of speaking, definition of speaking, and techniques in teaching speaking, strategies for developing speaking, and the components of communicative competence, the definition of board game, and the advantage of board game.

A. Speaking

1. The Definition of Speaking

Speaking is one of important skill that must be taught in language class. According to Brown (2001: 267) speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information, and the presence of speaker and listener. Thus, speaking is not only used for communication with other people but by speaking we can get new information or we can share our idea with other people.

Communication is the way individual can show their feeling, tell the thought, ask question, and persuade each other. Communication using languages can be conducted in two ways they are orally (speaking) and in a written form (writing).

In language learning, it is commonly believed that to communicate in a written form is more difficult than orally. However in reality, spoken language involves paralinguistic features such as voice qualities, tempo, facial expression,

gestures, intonation, pitch, stress, and pausing. Thus, spoken language which employs variability and flexibility is as complex as written language. It means that each is complex in its own way.

Furthermore, speaking is a skill that needs practices. The more students practice through sharing the idea. In addition Davison and Dowson (2003: 107) stated that pupils need opportunities to speak and listen in a wide variety of context and for a wide range of purpose in order to increase their thinking ability, to develop their powers of communication and to provide examples of language in use trough which to develop their explicit knowledge about speaking.

One of the goals in teaching English is that how the students use the target language orally which reflects the use of communicative competence into practice and applies it in real communication. It is supported by Nunan (1991: 51) stating "success is measured in terms of the ability to carry out a conversation in the target language".

2. The element of speaking

Brown (2004:157) stated that the speaking skill consist of five elements. They are grammar, vocabulary, fluency, comprehension, and pronunciation.

a. Grammar

Grammar is a great deal of roles for forming words and making sentence, Manser (1995: 82). Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in learning and speaking skill.

b.   Vocabulary

The elements of vocabulary are spelling, syllabication, pronunciation, stress, part of speech, meaning, use/usage, derivate, idiom and expression. Like in speaking which has components, vocabulary has components too.

c.   Fluency

Fluency is an ability to speak a language smoothly and easily. There are five qualities that must be rated in fluency of speaking. They are as follow, speech is cohalting and fragmentary as to take the conversation in virtually impossible, usually hesitant, often force into silence by language limitation, speech and fluency are rather strongly affected by language problems, speech as fluent and errorless as that of native speaker.

d.   Comprehension

Manser (1995: 81) states that comprehension is the power to understand something. The power refers to the students' ability to make their speaking can be understood easily by other student's listening or inviting to speak. In comprehension it is related to good pronunciation, mastering grammar well has a great deal with vocabularies and fluency too. It is impossible for the listener to comprehend their speaking.

e.   Pronunciation

Pronunciation refers to the production or sound that we use to make meaning. This knowledge is made up of three areas; sounds, stress and intonation.

Related to pronunciation, Manser (1995:133) states that pronunciation is a way in which a language and a word are spoken. From the explanation above, it can be concluded that pronouncing a sound or language can result a certain sound or a lot of sounds. It means that pronunciation is one of five important elements of speaking ability with the aim is to make students to be able to communicate with others well and understandable.

The five factors of speaking skill above have important role in speaking. By mastering all the factors, the students can achieve the aim of speaking and to be communicative.

3. Technique in Teaching Speaking

According to Harmer (2007:348) there are several techniques which currently used in speaking activities:

a. Acting from script

In this activity students asked to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves. This frequently involves them in coming out the front of the class.

b. Communication games

Games are often a useful way speaking activities. It is effective and appropriate to use since it can be applied in groups so the students can express their idea using English with their friends in fun way. By learning in

groups, students can build the characters of working cooperatively, be self-confident, creative, responsible, honest, and passionate in learning.

c. Discussion

One of the reason that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. That's why by discussion both in highly formal whole − group or informal − small group interactions, the students can share their ideas with self-confident.

d. Prepared talks

The popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.

e. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic which is appropriate. Then, the result obtained from questionnaires can be used for discussion or prepared talks.

f. Simulation and role play

Simulation and role play give greet benefit for the students. In this activity, students asked to simulate a real life encounter such as conversation in shop, hotel foyer, or café as if they were doing so in the real world. They can act out the simulation as themselves or take on the role of completely different character and express thoughts and feelings they do not necessarily share.

A simulation and role-play can be used to encourage general oral fluency to train students for specific situation.

4. Strategies for Developing Speaking skill

The strategies that can help students to develop their speaking ability include:

a. Using minimal response

Minimal responses are predictable often idiomatic phrases that conversation participant use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a student to focus on what the other participant is saying, without having simultaneously planned a response.

b. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greeting, apologies, compliments, invitation, and other function that are influenced by social and cultural norms often follow pattern or script. So do the transactional exchanges

involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speakers' turn and the one that follow it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the script for different situation so that they can predict what they will hear and what they will need to say in response.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructor can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language, skill, levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

5. The Components of Communicative Competence

Speaking proficiency is the ability to use the target language orally which reflects the use of communicative competence into practice and applies it in real communication. Second language learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting with others in different situations and relationships (Hymes: 1971).

According to Canale, as cited by Huda (1999: 32) communicative competence consists of four domains of knowledge and skills:

a. Grammatical competence

Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. This competence is required for the understanding and expressing literal meaning of an utterance.

b. Discourse competence

This component is concerned with the mastery of ways to combine grammatical forms and meaning to produce either a spoken or written utterance wholly in various forms. Unity of an utterance can be attained through form cohesion and meaning coherence.

c. Sociolinguistic competence

This component deals with socio-cultural and discourse rules. Sociolinguistic competence relates to the extent an utterance is expressed and understood correctly in different sociolinguistic contexts, which in turn depend on certain factors such as speaker – listener status, the objective of the interaction, and the rules of norms of the interaction.

d. Strategic competence

Strategic competence is the way learners manipulate language in order to meet communicative goals Brown (1994). By strategic competence learners will know when and how to take a conversation, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.

 B. **Board game**

1.   **The Definition of Board Game**

To increase the speaking skill we need method to be used. This is supported by Paul (2007: 49) who states that games play a central role in a child-centered lesson and make it possible for children to fully immerse themselves in learning. Games also help the teachers to create contexts in which the language is useful and meaningful.

One game that can be used is board game. A board game is a game such as chess or backgammon, which people play by moving small objects around on a board (Collins Cobuild Dictionary, 2006). Board Game is effective and appropriate to use since it can be applied in groups so the students can express their idea using English with their friends in fun way. By learning in groups, students can build the characters of working cooperatively, be self-confident, creative, responsible, honest, and passionate in learning.

In applying board game, the students are asked to complete task in pairs. They take it in turns to throw a dice and move around the board. When they land on a square they must speak about that topic. The teacher takes notes of errors as the students' progress round the board for general error correction or feedback. By using game, teaching and learning process can be fun and motivate the students to speak up in the speaking class activities. It is supported by Suyanto (2007: 3) states that the students' interest in using media is reasonable because one of the benefits of using media in teaching is to raise the students' interest and motivation in learning English.

2. **The advantages of board game**

According to Carly (2010:21) there are some advantages of using board game:

- Motivating and challenging.

- Learning a language requires a great deal of effort.

- Board game helps students to make sustain the effort of learning.

- Board game provides language practice in the various skills.

- They encourage students to interact and communicate.

- They create a meaningful context for language use.

- Speaking skill board game bring real word context into the classroom and increase students use of English in a flexible, meaningful, and communicative way.

- Board games usually involve friendly competition and they keep students interested in learning the language.

- Board game can help the students learns and hang on to new word more easily.

C. **Previous Study**

The study about Board Game teaching media has been conducted by Mega (2012) entitled "Developing A Board Game For Speaking Activities Of Grade VIII Junior High School Students". The study belonged to Qualitative research because the researcher used interview guide and observation sheet to collect the data. The sample of the research chosen randomly, that was VIII G. In analyzing the result of speaking toward Board Game, the researcher used statistical computation. Thus, the study was analyzed both in qualitatively and

quantitatively. The result of the research showed that the research was successful to help the students improving their ability in speaking skill by using Board Game media. From the previous study, the research found gab with the present study in term of the design and finding result. The design of the present study was pre-experimental. So, the present study was intended to know whether the teaching was effective or not used in teaching speaking.