

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter deal with the review of underlying theory or literature. It contains of two main sub-chapters. First of all, I deals with the review of theoretical studies including: general concept of speaking ability, teaching speaking, and board game. Second, it is about review of the previous study.

A. Review of the Literature

1. Definition of Speaking

Speaking refers to the ability to utter a sound of sentences to express idea or feeling. This explanation is also supported by Channey who states that speaking is “the process of building and sharing meaning through the use of verbal and non verbal symbols, an variety of context” (Channey 1998:13).

Based on the explanation above, the writers conclude that speaking needs practice because is not only meaning to speak flunltly but also to learn and to apply vocabulary and grammatical rules. So to achieve a good result of speaking ability, the students need a lot of practice and excersise. Every person needs to speak to express their ideas, say something about what they think and to get information. Speaking is one of the main focuses in the English teaching. The princeple of teaching English is all process of teaching should be communicative because the graduates of the students of elementary school are directed to have life skill for communication to continuing their study to the higher level.

Richard (in Nunan, 1992) provides characteristics of communicative competence including: a) knowledge of grammar and vocabulary of the language, b) knowledge of rule of speaking e.g. knowing how to begin and end conversation, knowing what topics that can be talked about in different types of speech events, knowing which address forms should be used with different persons one speak to and in different situations, c) knowledge of how to use and respond to different types of speech acts such as request, apologies, thanks, and invitation, and d) knowledge of how to use language appropriately.

Mastering the spoken language is not only mastering its articulation and forms. The ultimate aim of mastery of spoken language is to communicate. This means that mastery of rule of speaking and conversational skill is necessary. In other words, the students must be able to use English for either interactional or transactional purposes. Therefore, the students must be taught about the acceptable expression of language functions and formulaic expressions when opening, responding, and terminating a conversation. For this reason, the teachers of English need to use teaching techniques by which the students can be involved in the communication actively.

2. Theory of Speaking

Many people feel that speaking in a new language is harder than reading, writing or listening for two reasons (Kathleen.48).First, unlike reading or writing speaking happens in real time, usually the person you are talking to is

waiting for you to speak right then. Second, when he/she cannot edit and revise what he/she wishes to say, as she/he can if writing.

In language teaching, the four skills are described in terms of their direction. Language generated by the learner on speech or writing is referred to as productive, language directed to the learner (in reading or listening) is called receptive. Another idea is the channel, which refers to the medium of the message (written).

Spoken language and written language are different in many significant ways, here are some key contrasts Kathleen (in Van Lier, 1995:88).

Table 2.1 Differences of Spoken and Written

Spoken Language	Written Language
- Auditory	- Visual
- Temporary: immediate reception	- Permanent : delayed reception
- Prosody (rhythm, stress, intonation)	- Punctuation
- Immediate feedback	- Delayed or no feedback
- Planning and editing limited by channel	- Limited planning, editing, revision

Given these differences between writing and speaking, you can see why people who learn a foreign language largely from text book often sound bookish when they speak.

3. Principle for Speaking

- a. Be aware of the differences between second language and foreign language

Speaking as learner in two broad contexts: foreign language and second language situations. The challenges you face as teacher are determined partly by the target language context.

A foreign language context is one where the target language is not the language of communication in the society e.g. learning English in Japan or studying French in Australia. Learning speaking skills is very challenging for students in foreign language context because they have very new opportunities to use target language outside classroom. Sometimes foreign language learners travelling in country where they target languages spoken find that can neither understand native speakers nor be understood.

Second language context is one where the target language is the language of communication in the society such as English in the UK or Spanish in Mexico. Second language learners include refugees, international students and immigrants. Some second language learners especially those who arrive in their new country as children achieve notable speaking skills, but many others progress to certain proficiency level and then go no further. Their speech seems to stop developing at points where it still contains noticeable, patterned errors, these can be errors in grammar, vocabulary, pronunciation, or any combination of problem that effect the learners ability to communicate by speaking.

b. Give the Students practice both fluency and accuracy

Accuracy is the extent to which students' 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.

In language lesson-especially at the beginning and intermediate levels learners must be given opportunities to develop both the fluency and accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teacher must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language.

- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Research has repeatedly demonstrated that the teacher approximately 50 to 80 percent of the talking in classrooms. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up the time the student could be talking.

Pair work and group work activities can be used to increase the amount of the time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take diverse speaking roles that are normally filled by the teacher.

- d. Plan speaking tasks that involve negotiation for meaning

Research suggests that learners make a progress by communicating in the target language because interaction necessarily involves trying to understand to make you understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said clarifying your understanding and confirming that someone

understood your meaning. By asking for clarification, repetition, explanation during conversation, learners get the people they are speaking with to address them with language at the level they can learn from understand.

- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking

When we talk with someone outside the classroom, we usually do so for interaction or interactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationship. Transactional speech is involves communicating to get something done, including the exchange of goods and services.

Most spoken interaction can be placed on continuum from relatively predictable to relatively unpredictable. (Nunan,1991:42) conversations are creatively unpredictable and can range over many topics, with participants taking turns and commenting freely. According to Nunan (1991:42), interactional speech is much more fluid and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, sign language learners will have to speak the target language in both transactional and interactional setting.

4. Aspect of Speaking

In speaking, there are five aspects to be mastered if people want to speak well. Speaking consist of some aspects: accent, grammar, vocabulary, fluency, comprehension.

a. 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). Mastering grammar knowledge will help one in speaking English, because they will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master the spoken of the language.

b. Accent

Accent is an emphasis given to syllable or word by means of stress or pick (Hornby 1995:6). Accent focused on pronounciations. When speakers say, she/he will given an emphasis to certain words suitable and pronounciations.

c. Vocabulary

Vocabulary is the number of words in language (Hornby 1995:1331). One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. Someone cannot give information accurately

if she/he is lacked by vocabulary. He/she can give wrong information is caused she/he did not find the words to express or give the correct information. If someone has sufficient vocabulary, it will help them to communicate and interact with other people well.

d. Fluency

Byrne (1986:124) states that the main goal in teaching the produce skill of speaking will be oral fluency. This can define as the ability to express on self intelligibly, reasonably, accurately and without too much hesitation in communication. Fluency is also aspect of speaking when the people take the communication.

e. Comprehension

Comprehension is the power of understanding (Hornby, 1995:235). For oral communication certainly requires a subject to respond and speech as well as to imitate it. If we review to the function of speaking as transactional and interpersonal function, comprehension is the one important part to catch these functions. The speakers will be able to communicate or interact to other people if there is understanding about topic or speech. It can be hoped if there is comprehension between the speakers and listerners.

5. Scoring Criteria

Scoring will be valid and reliable only if clearly recognizable and appropriate description of criteria levels are written and scores are trained them. Description of speaking proficiency usually deals with

pronunciation, grammar, vocabulary, fluency, and comprehension as in the following examples taken from Hughes.

Table 2.2 proficiency description by Brown (2003:13)

Aspect	Score	Proficiency description
Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topic.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech. Repetition, or paraphrase.
	2	Can get the gist of most conversations of non-technical subjects.
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
	2	Can handle with confidence but not with facility most social situation, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted native speakers.

6. Teaching Speaking

Teaching speaking in Indonesia is considered to be the most difficult subject because it includes pronunciation, structure, discourse, and the social context of the culture and situation in short. It needs the mastery in linguistics and many vocabularis. It is enough for students to listen or speak only. The teachers need to give the students activities to practice the new speech among the four basic skills of language.

Teaching is very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Teaching is often considered as process of transferring or giving knowledge to the students. The speaking skill is measured in terms of the ability to carry out in the daily conversation. This reality make teachers think that speaking ability should be mastered by their students. Speaking activities will train the students to practice more in speaking. Speaking can be viewed as the easiest skill since one can use body

language, demonstration, repetition and various other strategies to make one self understood (Murcia, 2000:165).

Teaching speaking for beginner is different from teaching speaking for advance. It needs appropriate methods that make students interest speaking. There are some problems that make misunderstanding in oral communication (Murcia, 2000:165) :

- a. The speaker does not have full command of the target linguistic knowledge and produces an unacceptable or even unintelligible form (it could be unacceptable or unintelligible in terms of phonology, grammar or lexical choice).
- b. The necessary background knowledge (content, preposition) is not shared by the speakers and hearer and they bring a different set expectation to the spoken interaction.
- c. The speakers and hearer do not share socio cultural rules of appropriate and therefore the speaker may have violated such a from the hearers point of view due to pragmatic transfer from the first language.

7. Board Game

a. The Meaning of Board Game

To increase the speaking skill we need method to be used. One of them is game. The definition of game is an activity that you do to have some fun Hornby (1995:486). Therefore, board game can be defined as something or an instrument that is used to attract students' motivation to

follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Board game can be method that will give many advantages for teacher and the students either. The useful of board game are attract the students to learn English because it is fun and make them want to have experiment.

b. Types of Board game

There are so many kinds of Board Game, but in this case the researcher use monopoly. Monopoly is a board game where players roll two six-sided dice to move around the game-board buying and trading properties, and develop them with houses and hotels. Players collect rent from their opponents, with the goal being to drive them into bankrupt. Money can also be gained or lost through Chance and Community Chest cards, and tax squares, players can end up in jail, which they cannot move from until they have met one of several conditions. The game has numerous house rules and hundreds of different editions exist, in addition to many spin-offs and related media. Monopoly has become a part of international popular culture, having been locally licensed in more than 103 countries and printed in more than thirty-seven languages.

c. The Concept of BoardGame

Hammond state while the concept of a board game is not new, the playing of board games is timeless. Many of us enjoy playing a good board game now and then. Perhaps some of us have a regular "game night." Whether you go for the traditional Monopoly or Yates or prefer more unique games like Gator Golf and Bolkus, board games can be very entertaining. A lot of companies are making educational board games that teach things such as adding or phonics. While these are obviously educational, any type of board game can teach kids many important concepts.

There are 4 important concepts that playing board games can teach children. 1. Taking Turns and Having Patience, 2. Playing Fair, 3. Reasoning and Strategy Skills, 4. Good Sportsmanship, 5. Friendships and Working Together.

- 1) Taking Turns and Having Patience: In board games, kids are taught to wait for their turn. Sometimes this can be hard as kids tend to get anxious. However, as this skill is practiced, it will get easier for them in board games and in playing with friends and siblings in general.
- 2) Playing Fair: It is so easy for kids to get upset when they lose a turn or things don't go the way they planned, but it is important for them to learn that cheating is not fair. In a way it follows the golden rule because they wouldn't want someone else to cheat so they need to

not cheat. Learning this concept will help kids as they grow older and have different disappointments when things don't turn out as planned. It will also teach them to be honest in school and, later on, the workplace.

3) Reasoning and Strategy Skills: Playing board games will help kids reason and strategize about the best way to "play their cards" to their best advantage. This is an important concept in making everyday life decisions throughout.

4) Good Sportsmanship: Many kids get so worked up about having to win the game and boast if they do. Then if they don't win they may be bitter or say hurtful things. Kids need to know that having fun is the most important part of playing the game and to be humble and have good sportsmanship no matter who wins. Learning this concept can help them in any friendships they have as well as to be happy about others achievements.

d. The Advantages of Board Game

Carly (2010: 21). There are many advantages of using board game in the classroom they are:

- 1) They are motivating and challenging.
- 2) Learning a language requires a great deal of effort.
- 3) Board game helps students to make and sustain the effort of learning.
- 4) Board game provides language practice in the various skills-speaking, writing, listening and reading.

- 5) They encourage students to interact and communicate.
- 6) They create a meaningful context for language use.
- 7) Speaking skill board game bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.
- 8) Board games usually involve friendly competition and they keep students interested in learning the language.
- 9) Board game can help them (children) learn and hang on to new words more easily.

e. Teaching Speaking By Using Board Game

One of game in teaching speaking English is Board Game. The effort of the linguist has strong basic because the learner entertained with their everyday life, give chances to the student to more creatively because Board Game as method in teaching speaking English is very effective and more interested because the students will be memorized the vocabulary and, the enjoying the picture in the board. So that using Board Game in teaching speaking will give achievement acquiring English.

Board Game can increase motivation to learn the English for the students. They also have to add advantage of being memorable the words much less likely that the students will forget the words, and therefore the language practice in it, whereas language practice in even well construct

drill is usually very quickly forgotten and finally, Board Game which helps to bring the students memorize more words.

The teachers begin to explain the materials, the teachers use Board Game in order to make the students have more interests, attention and understand about the material. There are five steps that can be applied when the teacher use Board Game: (1) try to attract the students' understanding about Board Game, (2) the teachers begin to explain what does the Board Game talk about, (3) in order to know the achievement of the students, the teachers ask one of the students to repeat again what does the teachers do before and, (4) after the teachers feel that all the students have understood of the material, the teacher continue to another topic.

B. Review of the Previous Study

1. One of the study was conducted by Ahmad Munir of the English Program at STKIP Selong with the title "*INCREASING STUDENTS' SPEAKING ABILITY THROUGH BOARDGAME FOR THE EIGHTH GRADE OF SMP*". Based on his research, it showed that there is positive correlation between using board game to improve ability in speaking.
2. Other study was conducted by Laurina Dimpudus from University of Manado with the title "*IMPROVING THE STUDENTS' MASTERY OF VOCABULARY THROUGH BOARD GAMES*". Based on his research she used CAR for her research. She found that generally students were positive towards English language and thought that the

teacher-students relationship was to some extent important for learning English. The biggest source of using game as media to have a good grade in the improving vocabulary skill.

The first and the second thesis used Board game in teaching speaking and vocabulary which the result of their research was this media can help the students' ability in learning process. The differences between the researcher's study and this thesis is the use of Board Game in improving speaking ability. In addition the level of the students and the method to collect data is also different.