CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Speaking Ability

a. Definition of Speaking

Speaking is called as the key of communication. People communicate the language in two ways, speaking and writing. Speaking is simpler to be done and understood. So, speaking plays a very important role in the human communication.

Various definitions of speaking have been given by many teorists. Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of oral production test (Brown, 2003, p. 140). It consists of producing systematic verbar utterences to convey meaning. It is the capability of someone to communicate orally with others.

Speaking is process of conveying meaning what we feel, see, and think to interlucator. It is supported by Cameron in Wahyudi (2013,p.3) that speaking is the active use of Language to express meaning so that other people can make sense of them .In other definition, Harmer defines speaking as a form of communication, so a speaker must convey what he/she is saying affectively (Harmer, 1998, p. 14). When the learners master speaking skill,

they will express their ideas, opinions, and share informations to interlucator easily. Speaking can be practiced by them in daily conversation, in practicing lesson in the front of class, conveying speech and etc.

b. Nature of Speaking

In teaching English, there are four skills: listening, speaking, reading and writing that called language skills. Therefore, speaking and writing are said as be active or productive skills, where as listening and reading are said to be passive or receptive skills. In *Webster New World Dictionary* (1995), speaking is to utter words orally, talk: to communicate as by talking; to make a request; to make a speech. It means that speaking is always used by people in their life, because without speaking they will not understand what the other's mean clearly.

Speaking plays an important role because without it, communication cannot take place directly between people. Brown (1994) states that speaking is a skill in producing oral language. It is not only an utterance but also a tool of communication. It occurs when two or more people interact with each other aiming at maintaining social relationship between them.

Speaking is considered as a complex skill. Abbs and Fibrain (2000) states that speaking is a complex skill to be learned by students because the speaker must form the idea he or she wishes to express. In speaking, we are not only speak what we want to express, but also we should figure out the form to express the ideas to make people understand. He or she should know the vocabulary, the structure and the sounds.

Harris (1979) also states that speaking is a complex skill requiring the simultaneous use of number in differences abilities which often develop in differences rates. It is not only involved the messages or the idea but also the knowledge of the sound, structures, vocabulary, and culture of system language. It means that the speaking skill is demand skill for people life.

c. Speaking in Senior High School

According to Curriculum 2013, English becomes the compulsory subject in senior high school. There are some material taught to 2nd grade students of   Senior High School such as expression of asking attention, checking understanding, asking and giving opinion, ability, instruction, greeting card, adverb of quantity, present tense, present continuous tense, cause and effect. Teaching English at Senior high school is to train and familiarize the students to use English orally in simple form. Learning speaking at senior high school can be done with techniques to help students in speaking skill such as: pictures, cards, paper sheet and games.

Students at second grade of senior high school cannot learn seriously and focus on the material learning. They will get bored easily. To teach speaking in this stage, the teacher should select the effective technique which interesting and makes them enjoy in class. "Find the Difference" game with various objects can avoid boredom in class. They are able to describe something on differences aspects, to express their ideas and to put their opinions.

d. Teaching Speaking

Teaching is an activity in which the teacher guides the students in term of mastering the lesson. Teaching speaking is a very important part of language learning. Based on the main purpose of speaking that is improving students' communication skills, teachers should find and create a technique in planning speaking activities. In teaching speaking teacher can use many ways to make students speak up in speaking class. According to Harmer (2007) there are three reasons for getting students to speak in the classroom:

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.

Teaching speaking should be done in attractive and communicative activities. In teaching speaking, teacher can divide the students in group, pairs or individually.

According to Harmer (2001), when considering organizing group work and pair work in relation to various communicative and pre-communicative speaking activities, there are three stages – before, during, and after.

1) **Pre-teaching**

Pre-teaching means a complex activity before the teacher explain the material to the students. In this time, the teacher does some activities that can encourage students to start the lesson. The activities such as:

- Greeting

    This is the first activity to do before the teacher start the lesson. It tries to take students' attention.

- Checking attendance list

    The teacher is checking attendance list by call the students one by one and make short conversation to ask students' condition.

- Give motivation

    This activity is important in order to make the students want to study and get involved in the lesson. The teacher can give the motivation through the story or wise words.

- Preview

    After giving some motivation, the teacher needs to preview their last lesson in order to make the students remember the last lesson.

- Introduce material

  After previewing the lesson, the teacher introduces the material to the students. To arouse students' interest, the teacher asks some questions relate to the material.

- Tell the purpose of the topic

  The teacher tells the purpose of the topic so the students will the relation of their lesson for their daily life.

2) **While Teaching**

   In this step, the teacher teaches the material to the students. The teacher should have a good preparation in order to create an effective and active class. The teacher teaches the students by using "find the difference" game. "Find the difference" game needs some picture in the teaching learning process. The teacher applies the procedure of "find the difference" game in while teaching.

3) **Post-teaching**

   The last step of teaching process is post-teaching. In this step teacher should do some activities, such as:

- Summarizing

  In this term, the teacher asks the students to describe about what they have already learn. The students can describe or explain their opinion based on the class activities.

- Repetition

   The teacher asks the students to give a simple example based on the material.

- Feedback

   Feedback is an activity to create a continued step for the students. In this step teachers need to see the students' lacks. In this case the teachers need to give the student some exercises and practices in his/her home.

e. *Principles of Teaching Speaking*

   Some other principles are related to the speaking technique, in which Brown (2001) suggest some principles of teaching speaking as follow:

1) Use technique that covers the learner's need.

2) Provide intrinsically motivating technique.

3) Encourage the use of authentic language in meaningful context.

4) Provide appropriate feedback and correction.

5) Integrate natural link between speaking and listening.

6) Give students opportunities to initiate oral communication.

7) Encourage development of speaking strategies.

f. *Activities in Teaching Speaking*

   To create classroom speaking activities that will develop communicative competence, teachers need to incoorporate a purpose and an information gap and allow for multiple forms of expression. Here are

some activities that can be done in the speaking class to promote speaking according to Kayi (2006):

1) Discussions

In class or group discussions, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2) Role Play

In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. They will act it out.

3) Simulations

In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

4) Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information.

5) Brainstorming

In brainstorming, students will generate their ideas quickly and freely. The students share their ideas about one topic.

6) Storytelling

Students can briefly summarize a tale or story they heard from somebody. Story telling helps the students express ideas about the story, the setting, the characters of the story.

7) Interviews

Students can conduct interviews on selected topics with various people. After interviews, each student can present his or her study to the class.

8) Story Completion

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student continue the story. The students can add the setting, characters or event in the story.

9) Reporting

Before coming to class, students are asked to read a newspaper or magazine. Then, they report to their friends what they find as the most interesting news.

10) Playing Cards

In this game, students should form groups of four. Each suit will represent a topic.

11) Picture Narrating

This activity is based on several sequential pictures. The students start to narrate the story based on the picture.

12) Picture Describing

For this activity students discuss the picture they have to their friend. This activity creates students' imagination and creativity in their speaking skill.

13) Find the Difference

For this activity students can work in pairs and each couple is given two differences pictures. Students in pairs discuss the similarities and/or differences in the pictures.

In this research, the speaking activity used in teaching and learning process is "Find the Difference" game. Each student has a picture which has some differences with their partner picture. The student has to ask about their partner picture or describe their own picture.

g. Assessing Speaking

In teaching learning assessment, teachers focus on some points like performance, attitude, the ideas of the students, etc. According to Brown, there are six types of classroom speaking performance (2001):

1) Imitative

Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking can be self-initiated or it can even form part of some pair work activity where learners are "going over" certain phonological or grammatical aspect of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4) Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negoitative nature to them than does responsive speech.

5) Interpersonal (dialogue)

Conversation is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6) Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches. Here the register is more formal and deliberative.

Based on the explanation above, this research used intensive speaking performance which is suitable with the topic in curriculum. In this speaking performance, the teacher gives the students two pictures. The students must describe the pictures by using the language features that they already learn.

According to Harris (1974), there are at least five components of speaking skill, they are: comprehension, pronunciation, grammar, vocabulary and fluency.

1) Pronunciation

Pronunciation is one of the components that can be assessed in speaking. Pronunciation is included the segmental feature like vowels, consonant, stress and intonation patterns. Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determine how sounds vary and pattern in a language. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

2) Grammar

The grammar that the students use in speaking also can be assessed. Grammar is how to combine words to be a good sentence. Grammar is needed for students to arrange a correct sentence in conversation, or the student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. It is needed for

students to arrange the correct sentence to make the sentences meaningful in conversation.

3) Vocabulary

Another thing in speaking that can be assessed is vocabulary. Vocabulary is important in produce the sentences. Vocabulary is the total number of words in a language. Having varied vocabulary, people can express their ideas or opinions very well and also can express with some flexibility and appropriacy on a variety of topics such as family, hobbies, work, travel and current events. Vocabulary means the appropriate diction which is used in communication.

4) Fluency

People need fluency in speaking to make the message that they want to convey is clearly. Harris (1974) states that fluency refers to the ease and speed of the flow of the speech. Fluency is the smoothness of flow with which sounds, syllables, words and phrases are joined together when speaking. Besides that it refers to the one who express a language quickly and easily without any difficulty.

5) Comprehension

Speaking does not only know how to produce the word well, to use the structure well but also know how to express and answer well. It means that if a person can answer or express well and correctly, it shows that he/she comprehends or understand well.

2. Find the Differences Game

a. Using Game

Teaching English as a foreign language should be interesting and entertaining. One of the ways is by using game. Game is an interesting and entertaining activity which both teacher and students can enjoy it. Through game students can engage with the material, because the concept of game is fun and enjoyable. As Wright, *et al*(2006) say, 'game' to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Game is an activity with rules, a goal and an element of fun. Brown (1994) in Salmiati (2008) states that a game could be any activities that formalize a technique into units that can be scored in some way.

Using games is a good way to improve students' various skills, as Wright, *et al* (2006) say, "Games can be found to give practice in all the skills, in all the stages of the teaching and learning and for many types of communication". In line with this, Little wood (1991) proposed that through games, teachers should help learners go beyond the mastery of structures, to the point where they can use them to communicate meaning in real situations.

In addition, games may help and encourage many learners to support their interest and work (Wright, 2006). Games can increase motivation to learn the language as students, especially the weaker ones, feel a real sense of achievement when they manipulate a game (Hubbard, 1987).Games are

highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication (Ersoz, 2000).

There are many kinds of games that can be used in teaching English especially speaking. Hadfield (1999) explains two ways in classifying language games. First, she divides the language games into two types: linguistic games and communicative games. Linguistic games focused on accuracy, such as supplying the correct antonym. On the other hand, communicative games focused on successful exchange of information and ideas, such as two people identifying the differences between two pictures which are similar to one another but not exactly alike.

b. The Nature of "Find the Difference" Game

Find the difference game is one of the activities in the information gap activity. Harmer (1991) defines information gap as a gap between the two (persons) in the information they possess, and the conversation helps to close that gap so that now both speakers have the same information. According to Jondeya (2011), there are two type of the information involved in the gap, supplied-by-the-learner is those which exist because of unique information which learners already possess and supplied-to-the-learner is when the gap is created by giving one or more group members information which others do not have, this activity called find/spot the difference.

Find the difference game is a kind of game that uses two pictures which are slightly differences from each other (Gibbons, 1999 in Salmiati, 2008).

In this game, the students will work in pair or group and they will get the differences pictures and they must find the differences between the two pictures. Before students find the differences, the students may ask a question relate to the picture or describe their own picture. According to Reschny (2004), the goal of find the difference are to ask and answer questions, and give information, thus improving listening and speaking skills, while increasing understanding of the target language.

According to Byrne and Rixon (1979), the objective in "find the difference" game is one student should communicate information to another in order to complete some task. The student may give the question to another or they may describe what they see in their own picture. Through find the difference game students must communicate with each other to understand the differences between the pictures. Based on Kayi (2006) in find the difference game the students discuss the activity by finding the similarities or the differences in the picture. This activity will make the students more enjoyable and also make the classroom more interesting.

c. **The Procedures of Applying "Find the Difference" Game**

Find the difference game is an activity that uses pictures as the media. According to Heaton (1975) in Salmiati (2008), pictures, maps, and diagrams can be used in oral production test and careful selection of the picture used for examination will help in controlling the basic vocabulary required and may help to some extent. The picture used must relate to the

material in the lesson. In this research, the materials are about expression of asking and stating things, simple present tense, and preposition.

Before presenting the game, there are some preparations the teacher should do. For each pairs or groups, they will need two pictures which are similar but contain several differences which the students will be able to describe. Wright, *et al* (2006) states some possible sources and types of picture:

1) Magazine or catalogue pictures: for example, two picture of differences though similar bathrooms, or houses, or articles of clothing.

2) A line drawing, perhaps from magazine. Photocopy the drawing, and then white out some parts. You can draw in alternative bits if you wish. Then photocopy the altered photocopy. In this way you will have two very similar drawings but with interesting small differences.

3) Instead of *one* pair of drawings, you can have a lot of them. And instead of being, for example, naturalistic representations, they can be *very* simple or even abstract designs. *Ten* such pictures fit on to one sheet of A4.

4) Of course *any* information which is similar, though not identical, may be used. The information may be verbal or numerical instead of pictorial. It *could* be all three.

In addition, Wright, *et al* (2006) also state the procedure in applying "Find the Difference" game.

1) Divide the class into pairs.

2) Provide each player with one picture and warn everyone not to look at their partner's picture.

3) Tell the learners that both players should describe their own picture and/or ask questions about their partner's picture, with the aim of finding the differences between the two pictures.

4) Finally, let the learners look at each other's picture and compare and discuss further.

The writer adapted the procedure mention by Wright, *et al* (2006) in applying "Find the Difference" game in this research. In order to make the teaching process more conducive and easier, the writer also adds some steps which are appropriate and suitable with the class. They are step b, step f, and step g. Therefore, the writer conducted the teaching and learning process of "Find the Difference" game in the class through the following procedures:

1) Teacher divides students in pairs.

2) Teacher explains about "Find the Difference" game and the procedure.

3) Teacher distributes two pictures which are slightly differences to
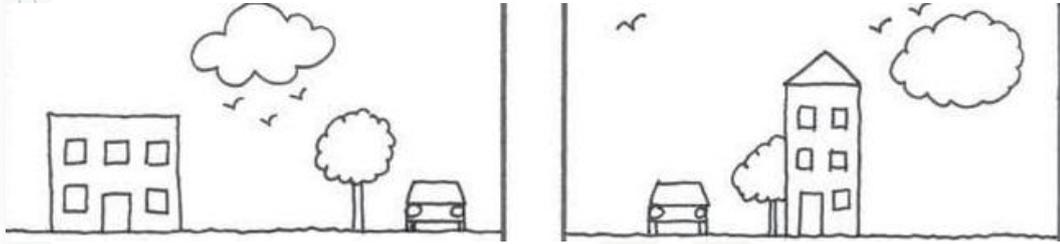
Picture II. 1 Example of picture

each pair.(for example)

4) Teacher asks students not to look at their partner's picture.

5) Teacher asks students to describe their own picture or ask about their partner's picture.

- How many trees are there in the picture?

  In picture A: There is only a tree in the picture.

  In picture B: There is only a tree in the picture.

- Where is the tree in the picture?

  In picture A: The tree is between the building and the car.

  In picture B: The tree is besides the building.

- Where is the car in the picture?

  In picture A: The car is beside the tree.

  In picture B: The car is besides the building.

- Is there a triangle in the picture?

  In picture A: There is no triangle in the picture.

  In picture B: There is a triangle in the picture.

6) The students take a note the differences of the picture.

7) Then, the students state and describe the differences of the picture.

B. Relevant Research

The first related research was conducted by Salmiati in 2008. The title of her research is "An Application of "Find the Difference" Game in Improving Speaking Ability of the First Year Students of SMAN 1 PangkalanKerinci". The design of this research was a classroom action research. The sample of this research was 34 students. The researcher found a significant improvement of teaching speaking using "Find the Difference Game". The average score of pre-test was 50.49 while the average score of post-test is 70.95. It means that using "Find the Difference" game is effective in increasing students' ability in speaking.

The research seems similar to the writer's research, because of using "Find the Difference" game as kind of technique of teaching. But, there are the differences between this study and the previous research. Firstly, in conducting the research, Salmiati used a classroom action research, whereas the writer uses a pre-experimental design. Secondly, Salmiati used "Find the Difference" Game to measure speaking ability of the first year students of SMAN 1 pangkalan kerinci, whereas the writer uses "Find the Difference" Game to measure speaking ability of the second year students of MA Al-Fajar Pekanbaru.

The second related research was conducted by Deguang Zhu in 2012 entitled "Using Games to Improve Students' Communicative Ability". The research design was descriptive research. The Subjects of this research were three English teachers and four classes of student grades X and XI. This study was aimed to discuss what the communicative language teaching approach is, states the value and importance of using games in English-teaching class, introduces eight types of games that could be used in class, and presents some suggestions when using the games.

According to their research, teaching and learning English by means of language games is effective and efficient in improving students" communicative ability. In the communicative language teaching approach they are actively involved in playing games which in turn can arouse and maintain their interest in learning, promote their motivation of study, and at the same time get lots of opportunities to have their basic skills of listening and speaking practiced. When using games, such factors as the time, choice, preparation and management should be put into consideration, which is the guarantee of successful use of language games in class.

The third related research that the writer found is the research conducted by Hardianty in 2013. The title of her research is "Improving Speaking Skill through the Use of Simulation Technique". It was pre-experimental research design. The samples of the research were the eleventh grade students of SMA Al-Khairaat Kalukubula. According to her research, the hypothesis accepted by regarding to the analysis that t-counted 5.4 were higher than the t-table 1.761. The degree of

freedom (df) of the1 table is 15 − 1 = 14. The level of significance counted is set up at 0.05. It means that the use of simulation technique significantly improves the students' speaking skill of SMA Alkhairaat Kalukubula.

The similarity between the research and the writer's research is the use of pre-experimental design as the research design. There are the differences between this research and the writer's research. The first is the technique. Hardianty used simulation technique, whereas the writer used "Find the Difference" Game. The second is the sample of the research. The samples of the previous research were the eleventh grade students of SMA Alkhairaat Kalukubula, whereas the samples of the writer's research were the second year students of MA Al-Fajar Pekanbaru.

C. Operational Concept

A concept is an element that avoids misinterpreting and understanding in a scientific research, as a concept, it is still abstract forms. As mentioned by Syafi'i the theoretical frameworks can be operated in the operational concept. In a research plan, the concept has to be interpreted into particular words in order to be easy to measure. It means that operational concept is needed to avoid misinterpreting to the paper content. Actually, there are two variables in this research. They are variable X and Y. Variable X is as independent variable (Find the Differences game strategy). Variable Y is dependent variable (speaking ability).

1. The indicators of Find the Differences game strategy (variable X) are as follow:

   a. The teacher shows one picture to be learned to the students.

   b. The teacher gives a question to the students (what picture is it?).

   c. The teacher fives opportunity to the students to answer or express about the picture.

   d. The teacher lets the students to answer question.

   e. The teacher gives explanation about the picture.

   f. The teacher shows second picture to the students.

   g. The teacher asks the students to Find the Differences between first picture and second picture.

   h. The teacher gives opportunity to students for answer the question.

   i. The teacher gives correction and explanation.

2. The indicators of variable y or speaking ability as follows:

   a. The students are able to use correct grammar in speaking(grammar).

   b. The students are able to use proper words in speaking(vocabulary).

   c. The students are able to express the comprehendible ideas (comprehension).

   d. The students are able to produce acceptable pronounce words correctly.

   e. The students are able to express their ideas in speaking.

D. Assumption and Hypothesis

1. Assumption

Before formulating the hypothesis as temporary answer of the problem, the writer would like to present some assumption as follows:

a. Students' speaking ability is various.

b. The more the students speaking ability the better implementation of Find the Differences strategy done by the teacher.

2. Hypothesis

Ha : There is a significant effect of the students' speaking ability taught by using and without using Find the Different game strategy at Islamic Senior High School Al-Fajar Pekanbaru.

H$_o$: There is no significant effect of using Find the Different game technique of students' speaking ability at Islamic Senior High School Al-Fajar Pekanbaru.