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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Speaking

Good communication skills are needed in everyday life. In term of communication, the speakers have to speak well in order to convey what they are speaking. As stated by Wahyudi (2013), speaking is one of the productive skills requiring someone's ability to use language orally through sounds to present information, produce ideas, express meanings in in order to interact with other members of community involving many components including pronunciation, listening and grammar skills for both verbal and nonverbal of a variety context. Furthermore, as stated by Sanaa (2013), speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. In short, speaking is one of the productive skills producing sounds to present messages, information, and ideas to other people.

According to Hasibuan and Ansyari (2007), speaking involves there areas of knowledge. It can be seen as follows:

a. Mechanics (pronunciation, grammar and vocabulary):

Using the right words in the right order with the correct pronunciation is important.

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- b. Functions (transaction and interaction):

Knowing when clarity of message is essential (transaction/ information exchange) and when precise understanding is not required (interaction/relationship building).

- c. Social and culture rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants):

Understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Furthermore, as pointed by Richard, Platt and Weber in Nunan (1999), communicative competences include:

- a. Knowledge of the grammar and vocabulary of the language.
- b. Knowledge rules of speaking (knowing how to begin and end conversations, knowing what topics can be talked about in term of different types of speech events, and knowing which address forms should be used with different persons and situations.
- c. Knowing how to use and respond the different types of speech acts, for instance, requests, apologies, thanks and invitations.
- d. Knowing how to use language appropriately.

Therefore, in term of speaking, the speaker is not only focused on the meaning but also the use of appropriate words, grammars, pronunciations and situations.

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2. The Types of Speaking

There are basic types of speaking to measure speaking ability.

According to (Brown, 2000), the types of speaking can be seen as follows:

a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence

b. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic, elements-intonation, stress, rhythm, juncture).

c. Responsive

Assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting, and small talk, simple requests and comments, and the like.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes include multiple exchanges and/ or multiple participants.

e. Extensive

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Extensive oral production tasks include speeches, oral presentation and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

Referring to the explanations above, it is crucial to know all of the types of speaking. In this research, the speaking used was responsive speaking. It referred to the eight grade students of Islamic Junior High School.

3. The Assessment of Speaking Ability

Richard (2010) stated that the assessment refers to an evaluation or opinion collecting information and making inferences about the students' work or ability. Furthermore, according to Brown (2003), the assessment refers to the ongoing process covering a wide range of methodical techniques. Thus, the assessment can be defined as the evaluation of the students' performance. Furthermore, Brown (2003) also mentioned there are some possible tasks in assessing the students' speaking ability in term of the responsive level speaking of the junior high school students. They are:

a. Question and Answer

Question and answer task consists of one or two questions from an interviewer. Question at the responsive level tends to genuine referential questions in which the test-taker is given more opportunity to produce meaningful language in a response.

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b. Giving Instructions and Directions

Using such a stimulus in an assessment context provides an opportunity for the students to engage in a relatively extended stretch of discourse, to be varying clear and specific, and to use appropriate discourse markers and connectors. The technique is simple, the teacher gives an instruction and then the students do it. Scoring is based on specified grammatical or discourse categories.

c. Paraphrasing

In this context, the students hear a limited number of sentences and produce a paraphrase of the sentences. It is aurally receiving and orally relaying a message.

In this research, the writer used giving instructions and directions type in order to be easy to measure the students' speaking ability in describing something.

Furthermore, this research adopted oral language scoring rubric as stated by Hughes (2003):

Table II.1
The Category Level of Speaking Ability

Proficiency	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
Accent	6	5	4	3	2	1
Grammar	6	5	4	3	2	1
Vocabulary	6	5	4	3	2	1
Fluency	6	5	4	3	2	1
Comprehension	6	5	4	3	2	1

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1) Accent

Score	Requirements
6	Native pronunciation, with no trace of “foreign accent”
5	No conspicuous mispronunciation, but would not be taken for a native speaker
4	Marked “foreign accent” and occasional mispronunciation which do not interfere with understanding
3	“Foreign accent” requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
2	Frequent gross error and very heavy accent make understanding difficult, require frequent repetition
1	Pronunciation frequently unintelligible

2) Grammar

Score	Requirements
6	No more than to errors during the interview
5	Few errors, with no patterns of failure
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
2	Constant errors showing control of very few major patterns and frequently preventing communication
1	Grammar almost entirely inaccurate except in stock phrases

3) Vocabulary

Score	Requirements
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
5	Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
4	Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocution
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic
2	Vocabulary limited to basic persona and survival areas (time, food, transportation, family, etc.)
1	Vocabulary in adequate for even the simplest conversation

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4) Fluency

Score	Requirements
6	Speech on all professional and general topic as effortless and smooth as a native speaker
5	Speech is effortless and smooth, but perceptively nonnative in speed and evenness
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for word
3	Speech is frequently hesitant and jerky, sentence may be uncompleted
2	Speech is very slow and uneven except for short or routine sentences
1	Speech is so halting and fragmentary that conversation is virtually impossible

5) Comprehension

Score	Requirements
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker
5	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech
4	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
2	Understands only slow, very simple speech on common social and touristic topics: requires constants repetition and rephrasing
1	Understand to title for the simplest type of conversation

Based on the score and requirements above, the score levels given to the students were about from level 1 to level 4 because English in Indonesia is as a foreign language. Those levels were used based on teacher's assessment.

4. The Descriptive Text

According to Oshima and Hougue (2007), the descriptive text is a kind of texts describing how something looks, feels, smells, tastes, and/or sounds. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text is a text to describe something or someone. According to Kane (2000), Description is about sensory experience how

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something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. (p. 351). According to Djaharia (2011) the followings are the features of descriptive text:

a. Purpose

The purpose of descriptive text is to describe a particular person or thing.

b. Generic Structure

1. Identification: identifies phenomena to be described.
2. Description: describes parts, qualities, characteristics.

c. Language Features

1. Focus on specific participants
2. Use of attributive and identifying processes
3. Frequent use of classifiers in nominal groups
4. Use of simple presents tense. (p. 36)

Regarding the explanation above, it can be concluded that descriptive text begins from identification which introduces the person, thing, or animal firstly and description which describes it clearly. Descriptive text in this research is students were able to describe a thing or person based on appropriate generic structures and language features.

5. The Students' Speaking Ability in Describing Text

The students themselves are the speakers. They will be activated to make an interaction with other students. While interacting with the other students, the speakers commonly use some related speaking games.

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The material used in this research is about describing something. The descriptive oral text is one of the oral texts taught in majority of classroom context, thus, the students are required to interact with this genre text. In this research, the descriptive oral text was used as a one of the genre texts taught at MTsN Bukit Raya Pekanbaru.

Furthermore, based on the syllabus of the eighth grade students at MTsN Bukit Raya Pekanbaru, the expected indicators of descriptive oral text can be seen in the following expectations:

a. Speaking grammatically in describing something orally.

In this case, the students are required to speak grammatically based on the scoring rubric provided in describing something.

b. Using appropriate vocabulary in describing something orally.

In this case, the students are required to use the appropriate vocabulary based on the context and situation given in describing something orally.

c. Pronouncing words correctly in describing something orally.

In this case, the students are required to pronounce the words correctly based on the phonological relationships in describing something orally.

d. Speaking fluently in describing something orally.

In this case, the students are required to speak fluently on the level or criteria given in term of describing something orally.

e. Communicating based on the topic something orally.

In this case, the students are required to communicate based on the topic given in describing something orally.

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Hence, there are 5 indicators discussed above. Those indicators were useful to the rater in assessing or evaluating the students' ability in describing the topics given.

6. The Factors Influencing Students' Speaking Ability in Describing Descriptive Text

In descriptive, there are some features that should be concerned by learners. They are the goals or the purpose, the generic structures and language features. If teachers want to help learners overcome their difficulties in learning speaking, they should identify some factors that influence their speaking ability. Learners' speaking ability are influenced by factors affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015).

Oxford (1990) said that one of the important factors in learning a language is the affective side of students. According to Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers. Listening ability is the also one of the factors. Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them to have a successful dialogue.

According to Mahripah (2014), EFL learners' speaking ability is affected by some linguistic components of language like phonology,

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syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, pronunciation of English words are not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause a lot of problems for non-native speakers of English and they sometimes get confused in producing the English words.

7. The Talk Fast Talk a Mile a Minutes Game

According to Marzano (2005), Talk Fast-Talk a Mile a Minute is a game that increases vocabulary knowledge through word play. This game is modeled after “Jeopardy.” Players take turns trying to get their partners to guess the words in a specified category by giving oral clues describing each word.

Furthermore, as pointed by Lynne (2008), this strategy is suitable to improve the students’ activeness in speaking. It can be seen in term of the students’ activities by guessing the word said by the teacher. In line with the statement above, Peter (2007) stated that this strategy can improve students’ speaking ability in telling a story (narrative).

This strategy can be illustrated by some procedures as follows (Marzano, 2005):

- a. The teacher creates a list of 5-7 terms under a category title.

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- b. The teacher organizes students into pairs or small groups. One player within a group is designed as talker while the others try to guess each term. The talker faces the list displayed at the front of the room. The other players have their backs to it.
- c. The teacher asks the leader of each of each group reveals the terms and says “Go!”
- d. The teacher describes each term without using any words in the category title or any rhyming words.
- e. The teacher asks the first team to correct and identify all of the words in the category given.
- f. The members of the group discuss the different clues used to describe each word. Which clues were most helpful? Why?
- g. The teacher designates a new talker for each team and begins the next round with new words.

Therefore, the writer used this game in order to help and edify the students' teaching process. This game encouraged the students to be more interactive in learning English especially speaking in describing something.

8. Using Talk Fast Talk a Mile a Minutes Game for Students' Speaking Ability

The principles in language teaching explaining the procedures of implementing Talk Fast Talk A Mile A Minutes strategy can be seen as follows (Marzano, 2005):

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Table II.2
The Procedures of Learning Principle
Talk Fast Talk a Mile a Minutes Game

Procedures	Learning Principles
1. The teacher creates a list of 5-7 terms under a category title.	According to Clark (2001) creating list effects as a decrease in retrieval of a given set of list items.
2. The teacher organizes students into pairs or small groups. One player within a group is the designed as talker while the others try to guess each term. The talker faces the list displayed at the front of the room. The other players have their backs to it.	According to Surgenor (2010) small group has become more popular as a mean of encouraging students' learning process.
3. The teacher asks the leader of each of each group reveals the terms and says "Go!"	According to Alberts and Hayes (2010) revealing and giving commanding refers to give efforts of a number of entities including information, tasks, objectives and goals to others.
4. The teacher describes each term without using any words in the category title or any rhyming words.	According to Apesteguia et al. (2005) the imitation refers to an action without producing sounds. Therefore, the action played in his/her reference.
5. The teacher asks the first team to correct and identify all of the words in the category given.	The teacher asks the students to correct and identify the word given. In this activity, other teams stop to talk, then, the teacher gives award to winners of each team by giving a point.
6. The members of the group discuss the different clues used to describe each word. Which clues were most helpful? Why?	As stated by Nagarathinam (2016), group discussion is a systematic and purposeful interactive oral process. It refers to the exchange of ideas, thoughts and feelings through oral communication.
7. The teacher designates a new talker for each team and begins the next round with new words.	The activities done were repeated to be the new one.

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B. The Relevant Research

Avoiding the same title used in the research, then the writer defines the relevant researches which were done by previous researchers. According to Syafi'i (2015), a relevant research refers to the research conducted by the previous researcher.

1. One of the researches that is relevant to this research is the research conducted by Weni Ratnasari (2013). The strategy in her research is almost the same (Indicator x:Talk Fast Strategy) and the variable y is vocabulary. Her research was entitled "The Effect of Using Talk Fast Strategy towards Students' Vocabulary Mastery of the Second Year at State Senior High School 1 Tembilahan Hulu", She found that the mean score of experimental group which was taught by using Talk Fast was 82.75 while the mean score of control group which was taught by using traditional strategy was 75.75. That means there was a significant difference between using Talk Fast for vocabulary Mastery and using traditional strategy for vocabulary mastery achievement.
2. This research also has relevance with Hasanul Bishry's (2012). In his research, he focused on "The Effect of Speed Reading Strategy to Improve Students' Reading Comprehension at the Second Year Students of State Senior High School 1 Dabo Singkep Regency of Lingga". The strategy in his research is almost the same (Indicator x:Fast Read) and the variable y is reading comprehension. He concluded that based on the analysis data, it had proved that the teaching reading activities in the

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classroom was good. The research findings showed that the improvement could be seen from the score of t-test. The total score of t-test was 3.41. Based on t-table, $2.01 < 3.41 > 2.68$. Therefore, He concluded that there was a significant effect of using speed reading strategy to improve students' reading comprehension at the second year of state senior high school 1 Dabo Singkep Regency of Lingga.

This research is different from the previous researches in term of the subject of the research. The subject of this research focuses on Islamic Junior High School students.

C. The Operational Concept

According to Richard (2010), the operational concept refers to a definition of a concept which can be observed and measured. Avoiding a misunderstanding in this research, the writer used the operational concept as guidance. This research was designed into two variables; independent and dependent. The independent variable used the Talk Fast-Talk A Mile A Minute game, symbolized by X while the dependent variable was speaking ability in describing something, symbolized by Y.

The Talk Fast-Talk A Mile A Minute game as the independent variable (X) has some operational concepts. It can be illustrated by some procedures as follows (Marzano, 2005):

1. The teacher creates a list of 5-7 terms under a category title.
2. The teacher organizes students into pairs or small groups. One player within a group is designed as talker while the others try to guess each term.

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The talker faces the list displayed at the front of the room. The other players have their backs to it.

3. The teacher asks the leader of each of each group reveals the terms and says “Go!”
4. The teacher describes each term without using any words in the category title or any rhyming words.
5. The teacher asks the first team to correct and identify all of the words in the category given. All other teams stop to talk, then, the teacher gives award to winners of each team by giving a point.
6. The members of the group discuss the different clues used to describe each word. Which clues were most helpful? Why?
7. The teacher designates a new talker for each team and begins the next round with new words.

Speaking ability in describing descriptive text as the dependent variable (Y) has some indicators. Based on BNSP (2006) the indicators of descriptive text can be seen as follows:

1. The students’ ability to speak grammatically in describing something orally.
2. The students’ ability to use appropriate vocabulary in describing something orally.
3. The students’ ability to pronounce words correctly in describing something orally.
4. The students’ ability to speak fluently in describing something orally.

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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. The students' ability to communicate based on the topic in describing something orally.

D. The Assumption and Hypothesis

a. The Assumption

In this research, the writer assumed that the better Talk Fast-Talk a Mile a Minute game is applied, the better students' speaking ability in describing a text will be.

b. The Hypothesis

H₀: There is no significant effect of using the Talk Fast-Talk a Mile a Minute game on students' speaking ability in describing something at the eighth grade of MTsN Bukit Raya Pekanbaru.

H_a: There is a significant effect of using the Talk Fast-Talk a Mile a Minute game on students' speaking ability in describing something at the eighth grade of MTsN Bukit Raya Pekanbaru.