

Hak Cipta Diindungi Undang-Undang

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Nature of Speaking

Speaking in linguistics terms has various definitions. In *Oxford Advanced Learner's Dictionary*, speak means that saying something to express ideas and opinions. According to Kushartanti (2005:32) speaking as set of voice uttered by one and understood by someone else. It means that to deliver thought or opinion. While Florez (1991:261) defines speaking as an interactive process of constructing meaning involves producing, receiving, and processing information.

In other definitions, Harmer (1996:14) defines speaking as a form of communication, so a speaker must convey what he/she is saying affectively. In line with this definitions, Carter (1997:4) defines it as “one of the types of composing language, the type that is swift, complicated, frequent and primary, because the language itself is symbolic used by communicators to construct and to convey information.

From those definitions, the writer infers speaking as activities by which human beings try to express thought, feeling, opinion, and to exchange information by using utterances in the form of communication. Therefore, as a tool of communication, it is necessary for people to have a good speaking skill.



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According Arsjad (1988:23) says that speaking skill is the ability to produce sound's articulation and to produce words, to express, to state, and to deliver thought, ideas and feeling. In this case, speaker not only has to know what to be delivered but also knows how to deliver it. Speaking skill is not an instant skill to be acquired. It needs a long process. Furthermore, language is complex system, and each system is different and requires reorganization of students thinking with lots of exposure, so it needs tremendous amount of practice to be more successful language learner. In short, it can be said that speaking skill is the ability to produce utterance (or utterances) to express though and to convey meaning.

Speaking is a communication tool which becomes the most significant element in teaching as well. When the other people know the point of speaking, it means that he or she has done a good communication. Brown and Yule's (1998:14), state speaking is to express the needs-request, information, service, etc. Then speaking can be also understood from Brown and Yule's in Richard's book (1998:14). They utter, speaking is divided into three divisions, they are:

a. Speaking as interaction

It refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. For instance, when people meet, they exchange greetings, have a small talk, share recent experiences and so on. They wish to be friendly and they try to create a comfortable interaction to others. Then, the aspect in speaking as interaction is that knowing how to do:

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1. Opening and closing conversation
2. Choosing topics
3. Making small talk
4. Joking
5. Turn-taking
6. Interrupting
7. Using an appropriate style of speaking

Mastering the art of speaking as interaction is difficult for some students because they often lose for words when they are in a situation that require to talk. For this case, Hatch in Elvira's Thesis (2015:13) emphasizes that second language learner needs to wide range of topics at their disposal in order to manage talk as interaction. In other word, the students should be able to create many kinds of interesting topic while they have a conversation. So, they will not keep silent or lose for words.

b. Speaking as transaction

It refers to situations where the focus is on what is said or done. It means that it is important to convey the message and make one self of understand clearly and accurately. For example, the teacher teaches her students in class, and then he asks his students about the lesson that had been taught yesterday. When the students can be able to give the correct answer of the question, it means they are speaking as transaction.



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c. Speaking as performance

It refers to public talk, that is, talk that transmits information before an audience such as classroom presentation, public announcements and speech. This type tends to be in the form of monolog rather than dialog. For example, a teacher asks his students to perform in form of the class, such as retell a story or explain a topic.

## 2. The Basic Types of Speaking

According to Brown (2003:141) there are five basic types of speaking or oral production that students are expected to carry out in the classroom, they are:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking is goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

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c. 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.

d. Interactive

Interactive is interactions that consist of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It is more complex than responsive.

e. Extensive

Extensive (monologue) is extensive oral production that includes speech, oral presentation, and story-telling, during which the opportunity for oral interactions from listeners is either

### 3. The Components of Speaking

According to Adam and Frith in Hughes (2003:132) explain those five items of speaking as follows:

a. Grammar

Batko (2004:24) Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and proper forms of words. Grammar remains us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words which ought to be placed. We must be acquainted with certain principles and rules constitute what is collect grammar. So, if you do not know about grammar well, it makes the listeners cannot understand you at all.



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## b. Vocabulary

Based on Longman Dictionary (2002: 580), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

## c. Comprehension

Mcnamara (2007:28) comprehension means different thing to different people. The different types of comprehension share a common core set of processes. In brief speaking requires that not only know how to produce specific points of language include grammar, pronunciation, vocabulary, and fluency, but also to understand produce the language.

## d. Fluency

According to Nation (2009:151) states that fluent language use involves “the processing of language in real time”. That is, learners demonstrate fluency when they take part in meaning-focused activity and do it with speed and ease without holding up the flow of talk. There are observable signs that can be used to measure changes in fluency. These include speech rate number of filled pauses such as um, ah, er, and number of unfilled pauses.

## e. Pronunciation

Based on Longman Dictionary (2000: 429) pronunciation is the way a certain sound or sounds are produced. It covers their way for



speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

#### 4. The Teaching Speaking

According to Brown (2000:7) says that teaching is a complex and controversial profession. Teaching is guiding, and facilitating learning, enabling the learner to learn, setting the condition of learning. It means that teaching is not only a process to transfer information or knowledge, and good models from teacher to the students. But teaching is included all aspects in teaching and learning process. According to Newton, the aims of teaching speaking are:

- a. To help the learners be able to cope with meaning focused output as soon as possible.
- b. To motivate them in their language study by getting them to engage in successful speaking.
- c. To make the early learning s relevant as possible to their language use.

According to Cameroon (2001:40) speaking is the active use of language to express meaning, so that other people can make sense of them. Speaking is also one of the crucial parts in teaching language. It is considered as one of the more difficult skills in learning language than other skills. Dealing with the idea, according to Penny (1991:120) the success of students in speaking can be characterized by their actions in



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learning a language. More over Penny says that successful speaking activities are:

1) Learners talk a lot

As much as possible of the period of time allocated to the activities is fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2) Participation is even

Class room discussion is not dominated by minority of talk active participant. All get a changed to speak, and contribution is fairly evenly distributed.

3) Motivation is high

Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objectively.

4) Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easy comprehending to each other, and of an acceptable level of language accuracy.

## 5. The Problems in Speaking

Brown (2001: 270-271) suggests some causes that make speaking difficult as follows:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.





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## 2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

## 3) Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatized them.

## 4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our 'thinking time' is not silent; we insert certain "fillers" such as *uh, um, well, you know, I mean, like*, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

## 5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.



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#### 6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

#### 7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

#### 8) Interaction

Learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.

This analysis shows how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said.

### 6. Assessing Speaking

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking skill is generally recognized in analysis of speech process that is pronunciation,

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grammar, vocabulary, fluency and comprehension. According to Hughes (2003:131-132) there are some components that should be considered in giving students' score: they are accent, grammatical, vocabulary, fluency and comprehension.

The scoring process will be done by two raters by using the indicators of speaking skill as mentioned below:

**Table II.1**  
**Assessing Speaking**

### 1) Accent

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

### 2) Grammar

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

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### 3) Vocabulary

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

### 4) Fluency

Score	Requirement
1	Speech is no halting and fragmentary that conversation is virtually impossible
2	Speech is very slow and uneven except for short or routine sentences
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness
6	Speech on all professional and general topics as effortless and smooth as a native speaker's

### 5) Comprehension

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



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Based on explanation above, the writer uses Hughes opinion to give students' score. Because the writer thinks that the opinion is complete, easy to understand and should be considered in giving students' score: they are accent, grammatical, vocabulary, fluency and comprehension. The scoring process will be done by two raters by using the indicators of speaking skill.

## 7. Guessing Game Technique

### a. Definition of Guessing Game Technique

According Homby (2002:1338) technique is the particular way of doing something, especially one in which you have to learn special skills. Technique is very specific type of learning activity used in one or more methods. A technique is a classroom device or activity and thus represents the narrowest of the three concepts. Some technique are widely used and found in many methods. Technique encompasses the personal style of the teacher in carrying out specific steps of the teaching process. Through technique, teachers are able to develop, create and implement, using her distinctive way, the procedures (method) of teaching.

Playing guessing game is one of the techniques that can be applied to develop speaking effectively. In teaching speaking through guessing game, students are expected to be involved actively in speaking class activity; they are much courage to think what they want to say Klippel (1994: 32). According to Klippel, "The basic rule of

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guessing games is eminently simple; one person knows something that another one wants to find out.”

Guessing game is one of many techniques which can be applied in speaking class. “Guessing game can be used to develop and reinforce concept, to add diversion to regular activities or just to break the ice. The most important function is to give practice in communication” (Richard-Amato, 1988).

Guessing game is a game in which the participants compete individually or in teams to identify something that indicate obscurely. (Webster, 1986 in Jubaedah, 2008, p. 13 as cited in Astuti, 2010, p.11)

Based on the definition above, it can be concluded that guessing games is a game in which a person or participants know something and compete individually or in a team to identify or to find out the answer.

#### **b. The Advantages of Using Guessing Game Technique**

“Guessing Games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, they must be important function to give practice in communication,” (Richard-Amato, 1988, p.156 as cited in Dwiyanti, 2009, p.16). It says that guessing game gives students do not feel bored during learning process. Nevertheless, the most important thing is to give the students in practicing their English.

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They also add that: Guessing games can be painless to develop or reinforce any number concepts. “Guessing what I am. “Guessing who I am” for example, can be used to teach about animals, profession or people in different age groups (baby, child, teenager, young adult, elderly person). (Richard-Amato, 1988, p. 156 as cited in Dwiyantri, 2009, p.17)

Silver (1983:244) says as cited in Dwiyantri (2009:17) “Real guessing games provide the students with much needed practice in formulating questions, an essential skill that does not always receive sufficient attention.”

Another advantage of use guessing game in teaching speaking is guessing game make students more pleasure from regular activities in class. It creates a relaxed atmosphere in the classroom. Then using guessing game can encourage the students to communicate in English because the games are combination between language and practice with fun and excitement.

### c. The Procedure of Use Guessing Game Technique

According to Wright (2006:105) there are some procedures to apply guessing game technique in the classroom, it can be seen below:

1. The teacher divides the class into teams of about seven or eight.
2. The teacher asks one learner from one team to take a word card and to draw on the board what is on the card in no more than ten seconds.

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3. Allow the artist's team to call out what they think the drawing represents.
4. Award points accordingly. If they are correct on their first try, the artist's team gets three points; if they are correct on their second try, they get two points; on their third try, one point. You must be the referee. If the called out word is not exactly the same as the word on the card you might still decide to award the points.
5. If the artist's team fails to guess the word after three attempts, give the other team a try and award them with one point if they guess correctly.

#### d. Guessing Game as a Technique in Improving Students' Speaking Skill

Nowadays, there are many ways to motivate the students to speak English and one of them is through a guessing game. The game is interesting and challenging the students since it demands the students to compete as well as win from one to another. Allen (1983: 52) points out "guessing games, for example, create conditions in which the use of the target language is necessary for leading players to the correct guess.

There are some advantages in guessing game, one of them is the students should use English in communication or when they want to guess the things or objects in the game. According to Klippel (1994: 13), "The basic rule of guessing games is eminently simple; one person



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knows something that another one wants to find out.” Wright, et al. (1989: 93) state, “Essentially, in guessing and speculating games, someone knows something and the others must find out what it is.” In addition, according to Merriem Webster (1986: 1008), “Guessing games is a game in which the participants compete individually or teams in the identification of something indicate obscurely (as in riddles or charades).”

The guessing game is very easy to understand and interesting to play because it asks the students to give simple questions while recognizing the objects. So, the game can control the students to use their English and it is expected to motivate as well as to solve the problems of their speaking skill. Furthermore, objects or things which are taken to play are kinds of information about a person, a place, a thing, or the location of an object that are familiar with the students. By doing this, they will have a curiosity to give their sounds, be confidence, be creative, and be active orally.

Based on the above problems, the writer decides to apply guessing game to investigate whether speaking skill can be developed through guessing games or not. It is expected that it will motivate the students to use their English. It will also help the students to be creative in giving ideas since the game is played to guess an object or things. Furthermore, the guessing game will stimulate the students to be active in speaking as the game is played in a competition.



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## B. Relevant Research

1. As the matter of fact, there are some previous researches regarding the effect of using Guessing Game Technique. In 2013, Rizali Shikawa conducted a research entitled “The Use of Guessing Game in Teaching Speaking at the First Grade Students of SMP 3 Gunung Sari in Academic Year 2012/2013. He used an experimental method in his research to get the result of his research, he applied quantitative. The conclusion of this research was the mean score of experimental group was 11.74 and the mean score of control group was 8.88. So, the result of his research showed that *t-test* was higher than *T-table*, it means that Guessing Game was effective in teaching speaking of the first grade students at SMPN 3 Gunung Sari.
2. It is almost similar to research conducted by Yusri in 2013 entitled “Developing Speaking Fluency of Grade VII Students’ Through Guessing Games at SMP Al-Azhar Palu”. His research employed Classroom Action Research. The data were analyzed quantitatively and qualitatively. The students’ achievement of speaking gradually developed from the mean score: 72.82 in cycle 1 and 78.85 in cycle 2. The result was likely caused by the game procedure which was different from cycle 1 to cycle 2. The result indicated that the actions implemented in two cycles through guessing games were successful to solve the students’ speaking problem and effective to develop their fluency.

Based on two researchers above, the writer is also interested in carrying out the research entitled “The Effect of Using Guessing Game

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Technique on Students' Speaking Skill of the First Year Students at State Junior High School 1 Kampar Regency. The problems which are not discussed yet in the previous researchers are discussed in this research. This research is an experimental study in which the writer applied Guessing Game Technique on Students' Speaking Skill.

### C. Operational Concept

In order to avoid misunderstanding about this research, it is necessary to explain about the variables used in this research. As mentioned by Syafi'i (2007:122) all related theoretical frameworks, can be operated in the operational concept. There are two variables; X variables and Y variables. Independent variable of X variable of this research is guessing game technique and dependent variable or Y of this research is students' speaking skill.

The theoretical concepts explained above are still general and abstract. They need to be described operationally by particular words or indicators, so that they can be measured empirically. According to Wright (2006:105) the operational concept of the independent or X variable Guessing Game Technique can be seen as follows:

1. The teacher divides the class into teams of about seven or eight.
2. The teacher asks one learner from one team to take a word card and to draw on the board what is on the card in no more than ten seconds.
3. Allow the artist's team to call out what they think the drawing represents.
4. Award points accordingly. If they are correct on their first try, the artist's team gets three points; if they are correct on their second try, they get two

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points; on their third try, one point. You must be the referee. If the called out word is not exactly the same as the word on the card you might still decide to award the points.

5. If the artist's team fails to guess the word after three attempts, give the other team a try and award them with one point if they guess correctly.

Then according to Adams Frith in Hughes (2003:131-132) the indicators of students' speaking skill as dependent or Y variable can be seen as follows:

1. The students are able to produce speech without filter and pause in describing something (fluency).
2. The students are able to use correct grammar in describing something (grammar).
3. The students are able to use proper words or vocabularies in describing something (vocabulary).
4. The students are able to express the comprehensible ideas in describing something (comprehension).
5. The students are able to produce clear pronunciation in describing something (pronunciation).

**Table II.2**  
**The Relationship among Variable X, Y and Spoken Text**

Variable X	Variable Y	Spoken Text
<p>1. The teacher divides the class into teams of about seven or eight.</p> <p>2. The teacher asks one learner from one team to take a word card and to draw on the board what is on the card in no more than ten seconds.</p> <p>3. Allow the artist's team to call out what they think the drawing represents.</p> <p>4. Award points accordingly. If they are correct on their first try, the artist's team gets three points; if they are correct on their second try, they get two points; on their third try, one point. You must be the referee. If the called out word is not exactly the same as the word on the card you might still decide to award the points.</p> <p>5. If the artist's team fails to guess the word after three attempts, give the other team a try and award them with one point if they guess correctly.</p>	<p>1. The students are able to produce speech without filter and pause in describing something (fluency).</p> <p>2. The students are able to use correct grammar in describing something (grammar).</p> <p>3. The students are able to use proper words or vocabularies in describing something (vocabulary).</p> <p>4. The students are able to express the comprehensible ideas in describing something (comprehension).</p> <p>5. The students are able to produce clear pronunciation in describing something (pronunciation).</p>	 <p><b>CAT</b> (Describing Animal)</p> <p>↓</p> <p><b>DESCRIPTIVE TEXT</b></p>

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## D. Assumptions and Hypothesis

### 1. The Assumptions

In this research, the writer assumes that the students in the experimental and the control classes have different result. The experimental class has better fluent in oral communication.

### 2. The Hypothesis

#### a. Alternative Hypothesis (Ha)

There is significant effect on students' speaking skill taught by using guessing game and taught without using guessing game of the first year student at State Junior High School 1 Kampar Regency.

#### b. Null Hypothesis (Ho)

There is no significant effect on students' speaking skill taught by using guessing game and taught without using guessing game of the first year student at State Junior High School 1 Kampar Regency.