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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Speaking

Speaking is one of the skills that has to be mastered by students in learning English. It is important for students to know definition first. Many experts define speaking in different ways. Brown and Yale (1989, p.14) stated in their book. "Speaking is to express the needs—request, information, service, etc." The speakers say words to the listener not only to express what in her mind but also to express what he needs whether information service. Most people might spend of their everyday life in communicating with other. Revell (p.27) defined communication as follow: "Communication, of ideas, of opinions, of feeling." Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.

Meanwhile, Jones (1989, p.14) stated, "Speaking is a form of communication." It means that the speaker must consider the person they are talking to as listeners. The activity that the person does primary based on particular goal. So, it is important that everything we wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. Jone said, "How you say something can be important as what you say in getting your meaning across." Therefore, speaking process



should pay attention to what and how to say as well as to whom appropriately.

According to Nunan (1989, p.32), the successful oral communication involves developing:

- a. The ability to articulate phonological features of the language comprehensibly
- b. Mastery stress, rhythm, intonation patterns
- c. An acceptable and interpersonal skills
- d. Transactional and interpersonal skills
- e. Skills in taking short and long speaking turn
- f. Skills in the management of interaction
- g. Skills in negotiating meaning
- h. Skills in knowing about the negotiating purposes for conversations.

Referring to the explanation above, it can be pointed out that speaking is an essential to achieve the success in doing communication. Speaking is one of the most important competencies that should be mastered by the language learners especially for English learners besides reading, listening and writing.

2. The Purposes of Speaking

It is beneficial to understand about the purposes of speaking itself..

According to Lynch and Anderson (1992) in Hasan (2008:13) and I.S.P Nationexpress there are eight purposes of studying speaking:

- a. To achieve and extend the learner's linguistic competence



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- b. To increase their confidence in using spoken English
- c. To develop their ability to analyze and evaluate spoken performance
- d. To sharpen their strategy competence in face-to-face interaction
- e. To convey their message to someone else.
- f. The learners can use communication strategies, dictionaries or previous input to make up for gaps in their productive knowledge.
- g. There are plenty of opportunities to produce.
- h. The learners talk about things that are largely familiar to them.

3. The Components of Speaking Ability

According to Hughes (2003, p.118) there are five components of speaking, namely:

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency
- e. Comprehension.

a. Pronunciation

According to Hornby (1995, p.928), pronunciation is the way in which a word is pronounced. To make our communication by interlocutor it is better for us to produce the words clearly, because the pronunciation affects the interlocutor understanding in receiving the meaning of messages.



b. Grammar

Grammar is one of the language components. Hornby (1995, p.517) grammar is the rules in a language for changing the form of words and combining them into sentences. Using the correct grammar makes someone know the real meaning of the sentences.

c. Vocabulary

The other component that is very crucial and it will show us the speaking ability of some bodies from the quality of the vocabularies that can express in conversation. According to Hornby (1995, p.1331) vocabulary is the total number of the words in a language.it means that vocabulary plays that important role in speaking.

d. Fluency

Speaking is an activity of reproducing words orally. It indicates that there is a process of exchanging ideas between speaker and listener.

Hornby (1995, p.427) fluency is able to speak or write a language of perform an action smoothly or expressed in a smooth and accurate way. In speaking, fluency makes us easy to understand the meaning.

e. Comprehension

According to Hornby (1995, p.235), comprehension is the power of understanding or an exercise aimed at improving or testing one understands of a language (written and spoken). It indicates that in comprehension the speaker and the listener have to understand what the intended meaning of the speaker when he or she says something.



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4. Students' Speaking Ability

According to Hasibuan and Ansyari (2007, p.101) speaking ability is the measure of knowing a language which involves mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation. Functions (transaction and interaction): knowing when clarity of message is essential (transaction /information exchange) and when precise understanding is not require (interaction/relationship building). And social, cultural rules and norms (turn- taking, rate of speech, length of pauses between speakers, relative rules of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Based on the statement above, the researcher concludes that speaking ability is the state of being able to do something, or your level of skill at doing something. It means that the ability of the person to share the information to the other. In this study, speaking ability is the ability of students to share the materials to their friends in and out of the classroom.

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking skill are generally recognized in analysis of speech process that are pronunciation, grammar, vocabulary, fluency and comprehension. Heaton presented the sample of an oral English rating scale that used 1-6 points. Below is the frame of Heaton's (1990) in Sari (2011, pp.14-16) oral English rating scale:

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Table II.1
Students' Speaking Ability

6	Pronunciation good -only 2 or 3 grammatical errors - not much Searching for words - very few long pauses - fairly easy to understand - very few interruptions necessary- has mastered all oral skills on course.
5	Pronunciation slightly influenced by L1- a few grammatical errors but most sentences correct – sometimes searches for words – not too many long pauses – general meaning fairly clear but a few interruptions necessary – has mastered almost all oral skills in course.
4	Pronunciation influenced a little by L1 – a few grammatical errors but only 1 or 2 causing serious confusion – searches for words – a few unnatural pauses - conveys general meaning fairly clearly –a few interruptions necessary but intention always clear–has mastered most of oral skills on course
3	Pronunciation influenced by L1-pronunciation and grammatical errors–several errors cause serious confusion–longer pauses to search for word meaning–fairly limited expressions–much can be understood although some effort needed for parts–some interruptions necessary–has mastered only some of oral skills on Course.
2	Several serious pronunciation errors–basic grammar errors unnaturally long pauses very limited expression–needs some effort to understand much of it–interruptions often necessary and sometimes has difficulty in explaining or making meaning clearer–only a few of oral skills on course mastered
1	A lot of serious pronunciation errors–many basic grammar errors–full of unnaturally long pauses–very halting delivery–extremely limited expressions–almost impossible to understand –interruptions constantly necessary but cannot explain or make meaning clearer–very few of oral skills on course mastered.

Each element characteristic is then defined into six chart behavioral statements as stated in the frames above. The writer will objectively see the characteristic of each student's speaking ability whether they achieve 1, 2,3,4,5 and 6. In order to ease the computation the writer converts the small score of Heaton to the scale of 100 as follow:

6	= 87-100	5	= 77-86
4	= 67-76	3	= 57-66
2	= 46-56	1	= below 45

According to Brown (2003, p.148-149) Assessing Speaking as follows:

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Table II.2
Students' Speaking Ability

Points	Pronunciation
0.0-0.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
0.5- 1.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible
1.5-2.4	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is unintelligible.
2.5- 3.0	Occasional non-native pronunciation errors, but the speaker is always intelligible.
Points	Fluency
0.0-0.4	Speech is so halting and fragmentary or has such a non-native flow that intelligibility is virtually impossible.
0.5-1.4	Numerous non- native pauses and /or a non-native flow that interferes with intelligibility.
1.5-2.4	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with intelligibility.
2.5- 3.0	Speech is smooth and effortless, closely approximating that of a native speaker.

According to Thornbury (2005, p.25-26) the students' speaking ability have performance factor there are :

- a. Mode : speaking face to face you can closely monitor your interlocutors' responses and where you can use gesture and eye-contact, is generally easier than speaking over the telephone, for example.
- b. Degree of collaboration: giving a presentation on your own is generally harder than doing it with colleagues because in the former case you can't count on peer support.
- c. Discourse control : on the other hand, it is often easier if you cant control the direction of events, rather than being subject to someone else's control.
- d. Planning and rehearsal time : generally, the more time to prepare, the easier the task will be; telling a joke is usually easier the second time round.
- e. Time presure: if there is adegree of urgency, it is likely to increase the difficulty for the speaker.
- f. Environmental condition: trying to speak against a background of loud music or in poor acoustic conditions (as many classroom) is difficult.

The above factors do not necessarily predict the difficulty or ease of speaking since they also interact with personality factors, such as

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introversion and extroversion. It is not always the case for example, that being put on the spot, or urgency, can have negative effects: some speakers respond positively to such pressure. Likewise, physiological factors such as tiredness can undermine performance.

According to Douglas (1997, p.11 - 13) Implications of the Model for Testing Speaking Ability there are :

a. The Strategic Component and the Interpretation of Context

In testing situations where the context is insufficiently specified, testees will create their own interpretations of the situation on the basis of previous experience with tests, advice from friends, and so on, and their performance will be impossible to interpret.

b. The Implications of the Knowledge Component for Testing Speaking

Another aspect of the knowledge component that has implications for test development is the division of language knowledge into four subcomponents: grammatical knowledge, textual knowledge, illocutionary knowledge, and sociolinguistic knowledge.

c. Implications of Monitoring for Speaking Tests

The 'rills section of the paper will deal with test method from the point of view of context and how it is realized in test method facets, discourse as it relates to method, the rating of speaking performances, and the question of whether to test speaking in isolation or integrated with other skills.

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

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process was done by two raters by using the indicators of speaking ability as mentioned below:

Table II.3
Students' Speaking Ability

1) Accent

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

2) Grammar

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

3) Vocabulary

Score	Requirement
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 andvaried social situations.
4	Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions.
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
1	Vocabulary inadequate for even the simplest conversation

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4) Fluency

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

5) Comprehension

Score	Requirement
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.
5	Understands 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 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; require constant repetition and rephrasing
1	Understand too little for the simplest type of conversation

Based on the five theories about speaking ability above, the researcher used the theory from Hughes. Because there are some components that should be considered in giving students' score: they are accent, grammatical, vocabulary, fluency and comprehension. The scoring process was done by two raters by using the indicators of speaking ability

5. The Basic Types of Speaking Ability

In reference to Brown (2003, p.141-142), the basic types of speaking are divided into five types, as follows :

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a. Imitative

It is an ability to imitate a word or phrase or possibly a sentences. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be concluded in the criterion performance.

b. Intensive

This types of speaking 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 element – intonation, stress, rhythm, and juncture). Example of intensive assessment task include directed respond tasks, sentence and dialogue completion, translation up to the simple sentence level etc.

c. Responsive

The stimulus of this type of speaking is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow up question or retorts.

d. Interactive

Interactive can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.



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e. Extensive

Language style is frequently more deliberately (planning is involved), and formal for extensive tasks. The tasks include speeches, oral presentation, and storytelling.

Based on the statement above, the researcher concludes that types of speaking ability is state of being able to do something, or your level of skill at doing something. It means that the type of speaking ability to study how to make the perfect the performance, especially at eighth grade of Islamic Junior High School Al-Muttaqin Pekanbaru. Further more according to Richard (2008 p. 21) stated that there are three types of speaking they are: *talk as interaction; talk as transaction; talk as performance*.

a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Burns distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk



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that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

Examples of talk as performance are:

- a. Giving a class report about a school trip.
- b. Conducting a class debate.
- c. Giving a speech of welcome.
- d. Making a sales presentation.
- e. Giving a lecture.
- f. The main features of talk as performance .
- g. A focus on both message and audience.
- h. Predictable organization and sequencing.
- i. Importance of both form and accuracy.
- j. Language is more like written language.
- k. Often monologic.

Some of the skills involved in using talk as performance are:

- a. Using an appropriate format
- b. Presenting information in an appropriate sequence.
- c. Maintaining audience engagement.
- d. Using correct pronunciation and grammar.



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- e. Creating an effect on the audience.
- f. Using appropriate vocabulary.
- g. Using an appropriate opening and closing.

There are micro and macro skills of oral production in speaking which have different objectives. According to Brown (2004 p.142) The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units and the macro skills imply the speaker's focus on the larger elements, fluency, discourse, function, style, cohesion, nonverbal communication, and strategic option.

The micro skills:

- a. Produce differences among English phonemes and allophonic variants.
- b. Produce chunks of language of different lengths.
- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor one's own oral production and use various strategies to enhance the clarity of the message.
- h. Use grammatical word classes, word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.

The macro skills:

- a. Appropriately, accomplish communicative functions according to situations. Participations, and goals.
- b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions rule, floor keeping and yielding,

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- interrupting, and other sociolinguistic features in face to face conversations.
- c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e. Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Based on the explanation above, the component of speaking for the eighth grade at Mts Al- Muttaqin Pekanbaru focus on micro skills based on curriculum (KTSP) .

Speaking is one of the skills that is very important for person's professional survival and growth. Everyone needs this skill to be successful in academic and pursuit. When students want to speak fluently, sometimes they get difficulty to do it. They have to fulfill some characteristics of successful speaking activities. Ur (1996:120) mentioned the characteristics of successful speaking activity, they are :

- a. Learners talk a lot

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

- b. Participation is even

Classroom discussion is not dominated by minority of talk active participant. All get a chance to speak, and contribution are fairly evenly distributed.



c. 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.

d. Language is of an acceptable level

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

6. The Factor Influencing Students' Speaking Ability

Speaking skill is an important part of curriculum in language teaching. Without speaking, teacher cannot achieve the good proficiency in English. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation. There are four factor influencing students' speaking ability:

a. Anxiety In Speaking

Anxiety in speaking is one of many factors that influence speaking ability because of anxiety students cannot express their ideas through speaking.

According Spielberger in Brown (2007, p.161) anxiety as the subject feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. In the same source, anxiety is associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry. It can be concluded that anxiety in speaking even becomes the big barriers for students in speaking. But the teachers can organize and solve the problem of anxiety; the ability of students in speaking can be optimized.

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b. Speaking Environment.

Environment of student also becomes a factor influencing speaking. Environment where students live or grow up can help enhance the ability in speaking. If students live in environment where they can get opportunity to speak, ideally in a classroom setting they are able to deliver their idea in front of other.

c. Teaching Speaking

According to Hasibuan and Ansyari (2007, p.101) in communicative model of language, teaching instructors help their students develop this body of knowledge by providing authentic practice that the prepare students for real life communication situation. To help the students develop the ability to produce grammatically, correct, logically connected sentences that are appropriate to specific context, and to do using acceptable (that is comprehensible) pronunciation.

d. Media

Media also give influence toward the development of someone ability in speaking. It is supported by Hamidjojo in Arsyad (2011, p.4) that media as mediation is used to convey the ideas and opinions to receiver. It can be concluded that using media takes important role in developing students' speaking ability.

7. Teaching Speaking by Using Letter Game

Speaking is the key of communication and interaction with other people. So, in speaking some students still have problem like error



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grammar, error pronunciation especially in junior high school. They have lack vocabulary and not confidence in front their friend even though in their selves Letter Game strategy is able to generate ideas and speak in order moving from one student to the next.

So, Wahyudi stated (2013, p.36) Letter is one game played in groups or team which uses alphabet card, A-Z. It is provided by the teacher to help the students recall possessed vocabulary and improve speaking fluency in term of spontaneity. Each participant of this game takes a turn to play the game.

Game is one of the media that build students' vocabulary by letter of alphabet. Besides, according to Erzoz in Putri (2010, p.18) games are highly motivating because they are amusing and interesting. Game is an activity that can involve all learners to active, fun, and enjoyable in learning English process.

According to Wahyudi (2013, p.37) there are: step to play "Letter game"

- a. The class is divide into a number of groups (up to the number of students)
- b. Every participant has a turn.
- c. The participant must not tell the letter from the alphabet card
- d. The participant should have one word from the letter of alphabet card.
- e. The participant describes the vocabulary word by their own words or sentence or he/ she may not use gesture in his/ her description
- f. Every participant is given 1 minute to describe it.

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- g. The group whose participant is playing must guess what the word is.
- h. The groups gets one point if their guessing is correct

Examples of letter card :

A B C

Molinsky (p.2) letter is student name vocabulary items starting with different letters. *Sample activity for word by word picture dictionary page 45:*

Vegetables

- a. Divide the class into two teams.
- b. Say ,”I’m thinking of a vegetable that start with a.”
- c. The first person to raised his or her hand and guess correctly (asparagus) wins a point for that team.
- d. Continue with other letters of the alphabet.

The team that gets the most correct answers wins the game.

B. Relevant Research

1. Isra Amalia (2016) the title is “The Effect of Using Letter Game Strategy on Students’ Vocabulary Mastery at Islamic Junior High School Al-Muttaqim Pekanbaru. The design of this research was pre- experimental design. Based on the analysis of data, the result showed that if probability > 0.05 , nul hypothesis (Ho) is accepted. If probability < 0.05 alternatif hypothesis (Ha) was accepted. Because the significance was $0.000 < 0.05$, thus , Ha was accepted while Ho was rejected. It concluded that there was a significant effect of using letter game strategy on students’ at Islamic Junior High School Al-Muttaqin Pekanbaru.

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2. Feny Elvita (2011) the title is “The Effect of Using Cue Card Toward Sttudents’ Speaking Ability at the Second Year of Islamic Junior High School Al- Hidayah of Islamic Centre Boarding School Kampar. The design of this research was pre- experimental design. In order to know the significant effect of using cue card toward students’ speaking ability, the writer used scores of the pretest and posttest. These scores were analyzed by using statistical analysis. The data were analyzed by using paired sampled T- test through using SPSS 16.0 version and found that the result of the test was 13.493. So that, Ho was rejected and Ha was accepted. The researcher concludes that there is a significant effect of using cue card toward students’ speaking ability of the eight grade at Islamic junior high school al-hidayah of Islamic Centre boarding school Kampar.

In conclusion, the researches above are different with this research.

The first relevant research, the researcher used letter game strategy to indicate effect on Students’ vocabulary Mastery and the writer used Letter Game to indicate the effect on students’ Speaking Ability. Meanwhile, difference of his research with the writer’s lies on students’ ability. The second relevant research Cue Card in indicated effect on Speaking Ability and than difference strategy, the writer only using Letter Game to find out effect on students’ Speaking Ability

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

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(2007, pp.122) that 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 letter game and dependent variable or Y of this research is students' speaking ability.

The theoretical concept 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. Therefore, the operational concept of the independent or X variable of which Letter game can be seen as follows :

1. The teacher divide into a number of groups (up to the number of students)
2. The teacher give to student has a turn.
3. The teacher must not tell the letter from the alphabet card
4. The teacher should have one word from the letter of alphabet card.
5. The teacher orders to students to describe the vocabulary word by their own words or sentence or he/ she may not use gesture in his/ her description.
6. The teacher gives 1 minute to describe it to student.
7. The teacher orders to student to play to guess what the word is.
8. The teacher gives one point in the group if their guessing is correct.

Variable Y (The Students' Speaking Ability)

1. The students are able to pronounce English word accurately.
2. The students are able to speak English fluently.
3. The students are able speak English in correct grammar.
4. The students are able to use appropriate vocabulary in English
5. The students are able to comprehend in English accurately.

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D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that the students' score are varied and the better letter game used by teacher in learning speaking, is the better ability the eighth grade students of Islamic junior high school Al-Muttaqin Pekanbaru can achieve.

2. Hypothesis

Ho : There is no significant effect of using letter game strategy on students speaking ability of the eighth grade at Islamic junior High School Al-muttaqin Pekanbaru.

Ha : There is significant effect of using letter game strategy on student's speaking ability of the Eighth Grade at Islamic Junior High School Al-muttaqin Pekanbaru.