CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Speaking Ability

Speaking is a skill involving some kinds of production on the part of language user. It means that it is an ability of producing a language orally. According to Irianti (2011) speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across. Speaking is a language skill through which someone can express ideas or information to the others.

In addittion, accoring to Torky (2006:30) speaking is as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.In line with the idea above, Cameron (2001: 40) stated that speaking is the active use of language to express meanings so that other people can make sense of them. Furthermore, speaking as the way to communication influences our individual live strongly.

From the explanation above, it can be concluded that speaking is a language skill or a means of communication in which one can express his ideas or information in a good logical order and master the convention

mechanics of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension).

2. Students' Speaking Ability

Accoding to Hasibuan and Ansyari (2007: 101) Speaking ability is the measure of knowing language which involves mechanics (pronunciation, grammar, and vocabulary), Function (transaction and interaction), Social cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers and relative rules of participant. Speaking is only an oral trail of abilities that it got from structure and vocabulary. According to Harmer (2007) speaking is including in productive skills. In this research, this term means that how students share their ideas in spoken language. Brown (2003: 141) also mentions a number of features that interact to make speaking as challenging a language skill as it. The speaking ability in this study means the speaking ability in classroom.

There are several components that should be considered in speaking which is explained below.

a. Vocabulary

Language consists of words. Vocabulary is the collection of words that an individual knows (Linse, 2005: 121).

> "Nunan views that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to use the structures and functions we may have learned for comprehensible communication. It means that mastery is one of the important components in communication process because the language exists by words, and words added from vocabulary" (Nunan, 1994).

b. Grammar

Grammar is one of the language components. It should be understood by students in order to be able to speak English. Brown (2000: 362) states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. By using the correct grammar the listener will know when the action happens, where the action takes place, who is the audience, who is the speaker etc, although for the beginners, they are not forced to speak with correct grammar. Using the correct grammar makes someone know the real meaning in the sentence.

c. Fluency and Accuracy

Brown (2000: 268, 269) states that fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility. Fluency is the extent to which students use the language quickly and confidently, with the few hesitation or unnatural pauses, false starts, word searcher, etc. And accuracy is the extent to which the students' speech matches what the people actually says when they use the languages. Teacher is a model for the students; teacher should pay attention in accuracy because students tend to imitate what teacher said.

d.   Pronunciation

Pronunciation is a way in which a language or a particular sound is spoken (Oxford, 352). Pronunciation is necessary in speaking since it has sounds that express meaning. Then brown said, pronunciation was a key to gaining full communicative competence. Pronunciation classes consisted of imitation drills, memorization of pattern, minimal pair exercise, and explanations of articulator phonetics (Brown, 258, 259).

e.   Comprehension

According to Oxford (2008: 86), Comprehension is the ability to understand something. It indicates that in comprehension the speakers and listeners have to understand what the intended meaning of the speaker when he or she says something.

Based on the explanation above, it can be concluded that students' speaking ability can be measured on the aspects of pronunciation, grammar, vocabulary, fluency, and comprehension. Students should pay attention to their grammar in expressing their ideas. Also, they have to choose correct vocabulary to describe what they want to deliver.

3. Teaching Speaking

Teaching is a complex and controversial profession. Teaching speaking is not an easy way as turning up our hand. It needs being professional, dealing with the teacher proficiency in mastering knowledge related to the technique used. According to Hasibuan and Fauzan Ansyari (2007: 101), many language learners regard speaking ability as the measure of knowing a language, they regard speaking is the most important skill they can acquire, and they assess their progress in terms of their accomplishment in spoken communication.

Speaking as an interactive process of constructing meaning always involves in producing words and the meaning depends on the context. Furthermore, speaking itself requires that learners not only know how to produce specific point of language such as grammar, pronunciation or vocabulary (linguistic competence), but also they have to understand when, why, what way to produce the language (sociolinguistic competence).

Speaking becomes immediate and spontaneous or planned and deliberated. Confidence and enthusiasm are critical factor in oral language development, and because much oral language is immediate, it involves taking risk. Students learning in teaching speaking will be most effective when there is relationship mutual trust when students' oral language is accepted and a variety of communication styles are accommodated in the classroom, and when students have frequent

opportunities to talk in formal and informal. Speaking is productive oral skill. In fact, speaking - especially in a language other than our own is quite a complex undertaking which involves using all the different levels of language. So, here we need to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language (Nunan, 2003).

To make it clearer, Nunan (2003: 55, 56) proposes at least four principles for teaching speaking. Below are the descriptions:

1) Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

2) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk

It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

3) Plan speaking tasks that involve negotiation for meaning.

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

4) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Language learners need to recognize that speaking involves three areas of knowledge:

a) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.

b) Functions (transaction an interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

c) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

4. Goal of Teaching Speaking

The goal of teaching speaking skill is communicative efficiency. It means that learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

5. Types of Classroom Speaking Performance

Brown (2000: 271, 274) offered six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape 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 goes one step beyond imitative to include any speaking performance is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even from part of some pair activity, where learners are "going over" certain forms of language.

c. Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student-initiated questions or comments.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

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

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the forms of oral report, summaries, or perhaps short speeches.

Based on the explanation above, expressing ideas in conversation is including in interactional and transactional in term conveying and exchanging specific information of facts each other. The reasons why researcher chooses interactional and transactional, because in this research focuses on dialogue in conversation and giving question and answer each other.

6. Assessment of 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 are pronunciation, grammar, vocabulary, fluency and comprehension. There are some types of speaking tests.

In addition, according to Kitao in Indah (2016: 36), there are some types of speaking test they are:

a. Reading aloud

Way to test speaking is by having the test. Here are several tests that can be used to assess students' speaking ability.

b. Conversational Exchanges

Another simple type of test is in which students are given a particular situation and instructed to respond in a certain way. These test one usually highly structured and require only a limited response, not connected discourse.

c. Role-Play Test

Another type of test is a role-play. In a role-play the tester and a confederate are given information on which to base a role-play and the testers are evaluated on their ability to carry out the task in the role-play. Role-plays require the tester to use various functions that she/he might need in real communication.

d. Group or Pair Activities

In this type of test, students are put together in pairs or groups that are given a task, a quiz to work on together or a puzzle to work out. The point of this is not to find the 'right' answer but to stimuli speech for the tester to evaluate.

e. Oral presentation

Oral presentation is communicative activity that is very objective to build up students' self-confidence. In this activitiy, a teacher has his/her students to do an oral presentation one by one in front of class.

From the explanation above, it is clear that students' ability can be measured by giving them appropriate test based on their level. Students' speaking ability in this research was measured in form of role-play test and group or pair activities because in conversation is needed.

7. Factors that Influence Students' Speaking Ability

According toHarmer (2002:51), motivation that brings students to the task of learning English can be effected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form part of the world around students' feeling and engagement with learning process.

There are several factors that influence students' speaking ability in learning The are personal and sociocultural factors that include individual characteristics, such as attitudes and values students bring to college based on prior personal, family, and cultural experiences. The second component is the classroom environment factors that pertain to instructional experiences in different courses. The third component is internal factors or students' beliefs and perceptions

The internal are the students' itself (students' goal, belief, attitude and personality) and external are the students' environment (the students' family, teacher, friend and classroom).

B. The Nature of Crazy Story Game

1. Introduction of Crazy Story Game

Game is one of the techniques to create an enjoyable and interesting learning.Game is one of the supplementary materials beside textbook. It is also line with Sugar & Sugar (2002:4) that games are an amicable way for an educator or instructor to present material and assess material learned, in a way that appeals to all her

students. In addition according to Richard and Schdmit (2010:239), in language teaching game is an organized activity that usually has the following properties. They are particular task or objective, a set of rules, competition between players and communication between players by spoken or written language.

Based on explanation above using game is a fun way in teaching and learning, especially in learning speaking English. It is used to teach one skill. It has some components such us goal, rule, procedure and the player.

This is a Crazy Story game. It is one of the alternative activities that can be used in speaking classroom. According to Kasri and Ardi(2013:121), Crazy Story game is an activity that contributes directly between teachers and students. It can be used for any level. This is an activity that will make your students speak in class and creative. Furthermore teaching English by using game could improve and increase students' speaking English.

> "In order to motivate the students in learning English especially in speaking, there are some activities that can be used, such as role play, debate, discussion, fishbowl, storytelling, crazy story game, etc. Each activity is suitable for certain condition in speaking classroom, Crazy Story game can be chosen as a solution. It can also be used to improve and increase students' motivation in speaking English". (Pinheiro: 2004).

2. **Using of Crazy Story Game toward Student Speaking Ability**

According to Kasriand Ardi (2013:121), crazy story game is an effective technique to teach speaking in the classroom for any

level. The crazy story game can make student speak English and make them creative in using English language. Using game in teaching learning process is an effective way because language learning is hard task which can sometimes be frustrating. There are several procedures of teaching Speaking by using Crazy Story game (Pinheiro, 2004: 1) as follows:

1) Teacher asks students to write a word on a piece of paper and tell them not to show anyone. This word should be a verb (or whatever youdo like to review).

2) Teacher starts telling a story, then stops and chooses a student.

3) Teacher asks that student to continue the story and must use his/her word. This student then chooses the next student to continue the story.

4) Teacher asks the last student to end the story.

5) After the story is over, teacher asks the students try to guess what words each student has written on his/her paper.

6) The student who guesses the most words wins the game.

Constant effort is required to understand, produce and manipulate the target language. In addition, Aydan Eroz (2000: 3) says that Well-chosen games are invaluable as they give the student a break and at the same time allow student to practice language skill. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful

and useful language in real contexts. They also encourage and increase cooperation.

So by using crazy story game it can improve students' speaking ability because the researcher thinks that is an effective way. Kasri and Ardi (2013: 121)says that crazy story game is an effective way to teach speaking in the classroom for any level. The crazy story game can make student speak English and make them creative in using English language.

It is suggested to suggests teacher to choose the best one based on the characteristics of the student. One of technique that can motivated the students is crazy story game. Through this technique, the student can speak freely and enjoya without feeling ashamed and shy while speaking in classroom.

C. Relevant Research

Relevant research requires some previous researches by other researchers in which that are relevant to our research itself. It is supported by Syafi'i (2014:102), relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to the research you are conducting. Besides, the researcher has to analyze the point that focused on, inform the design, finding and conclusion of the previous research, that of:

1. The first research was conducted by Noviza Helmi entitled: "The Effect of Using Crazy Story toward Students' Ability in Writing Narrative Text

at the First Year of SMAN 1 Tambusai Rokan Hulu regency". The kind of this research was an experimental research which used some instruments to collect data. The technique of collecting data was test. In her research findings, it showed that there was significant difference between students' ability in writing narrative text taught by using crazy story game and students' ability in writing narrative text by using conventional technique. It showed from the significant different mean between using crazy story (72.73) and using conventional (65.54) and it also supported by the result of T-test that t_o was higher that t_t eiteher at significance level of 5 % and 1 % (2.02<22.960>2.69), it showed that using crazy story had positive effect on students' ability in writing narrative text.

2. The second relevant research is the research that was conducted by Bahraeny entitled: The Effect of Using Story Chains Strategy toward writing Ability in Narrative Text of the first year students' at SMA 3 Mandau Bengkalis, regency. In this researh, the research design was a quasi-experimental research. Then, researcher used pre-post-set design. Experimental class was taught by using Story Chains strategy and control class was taught by using conventional strategy. The technique of collecting data was a test. The technique of data analysis used Independent Sample T-test Formula by using SPSS 16 Version.

Based on the data analysis, the researcher concluded, there was significant effect of using Story Chains strategy on writing ability in

narrative paragraph of the first year students' at SMAN 3 Mandau Bengkalis Regency. It can be seen that t-obtained was higher than t-table with df=70. In t_o=7.223 was higher than t_t=200 (at level 5%) and t_t=2.65 (at level 1%); 2.00≤7.223≥2.65, it means that H_a was accepted and H_O was rejected. This strategy has little similarity also with the Crazy Story game in applying the procedures in the teaching and learning process, which is the teacher starts telling the story, breaks off after a few sentences and calls on a pupil to continue the story.

D. Operational Concept

The operational concept is derived from related theoretical concepts on all of variables that should be practically and empirically operated in academic writing (Syafi'i, 2014). The research design had variables: independent variable (X) and dependent variable (Y).

1. Variable X is using Crazy Story game. Crazy Story game is an independent variable. Crazy Story game refers to the teacher's strategy in teaching speaking.

2. Variable Y is students' speaking ability. Students' speaking ability is dependent variable.

1. Variable X

Teacher applies the strategy based on the procedure (Crazy Story game, Luciana Pinheiro, 2004) below.

a. Teacher divides students in group, Ech group consist of 7-8 person,

b. Teacher asks every group to sit in their group,

c. Teacher explains the story orally

d. Teacher asks students to write word or verb on piece of paper and do not tell anyone,

e. Teacher starts the story 1-2 sentences and asks the student one to continue the story using his/her word,

f. After the student one continue the story 1 or 2 sentences he choose next student to continue the story and continue until the last students in their group.

g. Teacher asks the student to guess what his friends word is.

h. The most correct in guessing his friends word is the winner in this game, and then teacher gives some correction and conclusion in the end of the game.

2. **Variable Y**

   To know the students' speaking ability of the eleventh grade at the Vocational High School Pharmacy Ikasari Pekanbaru. The researcher determines some indicators for speaking ability as follows:

   a. Students express their ideas in good pronunciation.

   b. Students express their ideas in good grammar.

   c. Students express their ideas by using appropriate vocabularies.

   d. Students express their ideas fluently and accurately.

   e. Students express their ideas comprehensibly.

E. Assumption and Hypothesis

1. Assumption

In this study, the researcher assumes that students' speaking ability is various, and the better using crazy story game, the better students' speaking ability will be.

2. Hypothesis

a. Null hypothesis (H_o)

1) Null hypothesis 1 ($H_o 1$)

There is no significant difference between students' speaking ability taught by using crazy story game and taught without using crazy story game of the eleventh grade at Vocational High School Pharmacy Ikasari Pekanbaru.

2) Null hypothesis 2 ($H_o 2$)

There is n significant effect of teaching English by using crazy story game on the eleventh grade students' speaking ability at Vocational High School Pharmacy Ikasari Pekanbaru.

b. Alternative hypothesis (H_a)

1). Alternative hypothesis 1 ($H_a 1$)

There is a significant difference between students' speaking ability taught by using crazy story game and taught without using crazy story game of the eleventh grade at Vocational High School Pharmacy Ikasari Pekanbaru.

2). Alternative hypothesis 2 (H$_a$ 2)

There is a significant effect of teaching English by using crazy story game on students' speaking ability of the eleventh grade at Vocational High School Pharmacy Ikasari Pekanbaru.