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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Background of the School

State Junior High School 3 Tambang is one of the Junior High School in Kubang Raya Pekanbaru which is located at Jl. Tuanku Tambusai No.30 Kecamatan Tambang Kabupaten Kampar Provinsi Riau. English is one of the subject courses in their curriculum, school-based Curriculum (KTSP). In this school, the students study English twice a week (2x40 minutes per meeting). It means that the student have 80 minutes in a week and the passing grade (KKM) for English is 75. State Junior High School students 3 Tambang in the first semester study descriptive and recount text. The writer focused on the recount text. Thus, the scoring rubric for assessing the students can be seen as follows:

Table II.1
Scoring Rubric of Students' Speaking Ability

Score	Description
88-100	The students can express the meaning of some words, information, generic structures, language features and communicative purpose very clearly.
75-87	The students can express the meaning of some words, information, generic structures, language features and communicative purpose clearly.
62-74	The students have limited understanding to express the meaning of some words, information, generic structures, language features and communicative purpose clearly.
50-61	The students have little understanding to express the meaning of some words, information, generic structures, language features and communicative purpose clearly.
<50	The students have no understanding to express the meaning of some words, information, generic structures, language features and communicative purpose clearly.

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State Junior High School 3 Tambang is located in Jl. Tuanku Tambusai No. 30 Tambang district, Riau Province. The same as another school, State Junior High School 3 Tambang provides English subject in the school. The students are learning about all skills in English such as speaking, reading, listening, and also writing. In this research, the researcher focuses on one skills that is speaking.

In speaking skill, the competence is to give the students chance to speak up frequently so that the students can improve their speaking ability easily and nicely. Hence, the students can achieve the English score especially in English better than they are expecting in the process of learning. In speaking skills, the standard competency is to give expression of the meaning in functional oral text and simple short monologue in descriptive and recount text for interaction with environment and the indicators of achievement competencies are asking and answering some information orally in short text in descriptive and recount form and doing simple short monologue or dialogue in descriptive and recount text. It means that all of the topics of speaking subject expect the students to be able to communicate with each other although it is just a daily conversation. Thus, this research focuses on one aspect that is recount text.

According to Tarigan (1992, p.8), speaking is the skill intended to express message through oral language. It can be said speaking is a medium to express ideas, opinion, feeling, argument, and message. In doing this research, the researcher wants to introduce a new and

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appropriate strategy in order to make the students understand and give a solution to their problem in learning English especially speaking that is Crisscross Game. The English teachers in that school have already give the students many of strategies to them to do their speaking easily such as impromptu speaking, direct speaking, ask the students to do their presentation, mind mapping, and many others. But in fact, the students still have problems in speaking and did not reach the passing scored based on the school-based curriculum.

2. The Concept of Speaking

a. The Nature of Speaking

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

Nevertheless, “speaking in a second or foreign language has often been viewed as the most demanding of the most four skills. Speaking is the way in which the speakers can share the ideas by using verbal communication to make the listener understand about the speakers say. As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling. So, the English teacher should activate the students’ speaking ability by providing

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communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

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

According to Tarigan (1992, p.8), speaking is the skill intended to express message through oral language. It can be said that speaking is a medium to express ideas, opinion, feeling, agreement, and message. Through speaking, students can communicate and interact with other people and make them understand about the speaking. In addition, Cameron (2002, p.40), says “speaking is active use of language to express meaning, so other people can make sense of them”. Thus, in speaking, people give a message to the other person that is well understood.

Speaking is an interactive process of constructing meaning that involves producing and processing the information. It means that speaking requires learners not only know how to produce a specific

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aspects of language such as grammar, pronunciation, and vocabulary but also have to understand when, why, and what ways to produce language. From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts and feeling to other.

b. Aspect of Speaking

Speaking can be described as the ability of person to express their ideas. Speaking is a very important skill to be mastered for students who learn English to communicate each other, speaking needs some components that have crucial meaning in speaking skill, they are, pronunciation, grammar, vocabulary, fluency, and comprehension.

1) Pronunciation

Derwing and Munro in Nation and Newton (2009, p.75) state that having a good pronunciation of the language can help in normal communication, that is why listeners need clear pronunciation.

2) Grammar

Grammar is sometimes defined as ‘the way words are put together to make correct sentences’. Grammar is one of the language components. Grammar is the role by which we put together meaningful words and parts of words of a language to communicate messages that are comprehensible.

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3) Vocabulary

One of the important aspects that supports speaking in certain language is vocabulary. It deals with the right and appropriate words. Vocabulary plays an important role in speaking skill. It cannot be ignored in speaking learning. Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post *office* and mother-in-law, which are made up of two or three words but express a single idea.

4) Fluency

Fluency means the quality of being able to speak or write a language, especially for a foreign language. Schmidt said 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 the speed and ease without holding up the flow of talk. It means that fluency consists of the ease and speed of flow of speech and comprehension for oral communication.

5) Comprehension

Comprehension is the ability to understand. Comprehension also means knowing about something; ability to

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get knowledge that has earned. It is derived from the students themselves who are able to understand the lesson.

c. Nature of Students Speaking Ability

According to Hughes (1992, p.131), there are some components that should be considered in giving students' speaking ability score. They are accent, grammar, vocabulary, fluency, and comprehension.

Table II.2
The Category Level of Speaking Ability

Proficiency	Level	Level	Level	Level	Level	Level
Acent	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
Comprehen sion	6	5	4	3	2	1

Table II. 3
Components to Assess
Students' Speaking Ability

1) Acent

Score	Requirements
6	Native pronunciation, with no trace of "foreign accent"
5	No conficous 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 concentratedlistening, 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

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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	Profesioanal vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
4	Profesional 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 profesional and social topic
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
1	Vocabulary in adequate for event the simplest converstation

4) Fluency

Score	Requirements
6	Speech on all profesonal and general topic as effortless and smooth as a native speaker
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 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 converstation is virtually imposible

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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 shirred speech
4	Understand quite well normal educate speech when engaged in a dialogue, but requires occasional repetition or rephrasing
3	Understand careful, somewhat simplefied 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 topic; requires constants repetition and rephrasing
1	Understand to little for the simplest type of conversation

d. Function of Speaking

It is an important part of everyday interaction and most often the first impression of a person is based on his or her ability to speak fluently and comprehensibly. According to Brown and Yule in Richards (2006, p 2-5), there are three functions of speaking, they are:

1) Talk as Interaction

This refers to what we normally mean by “conversation” and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat. Recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

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2) Talk as Transaction

This type of talk refers to situation where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. Burns distinguishes between two different types of talk as transaction. One is the situation where the focus is on giving and receiving information and where the participants focus is on giving and receiving information and where the participants focus primarily on what is said or achieved, for example asking someone for the time. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transaction which focuses on obtaining goods or services, such as checking into hotel.

3) Talk as Performance

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format, for example a speech of welcome, and is closer to written language than conversational language. Similarly, it is often evaluated according

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to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction.

e. Factors Influencing Students' Speaking Ability

There are eight factors influencing students speaking ability.

They are as follows:

1) Learner inhibition

The most common problem encountered by the learners in the language acquisition process is learner inhibition. Speaking activity requires a learner to have all eyes on him; exposure to an audience can often give learner stage fright. They may also be worried about making mistakes, being criticized or losing face in front of the class.

2) Lack of motivation

It is another reason for hindering the learners from active participation in speaking activities, leading to poor practice or no practice at all.

3) Lack of subject matter

Another problem seen from the learners is that nothing to say on a particular topic. In other words, they have no background knowledge about the topic given. In reality, they may be bored or fell that the topic is unrelated to anything the know.

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4) Lack of proper vocabulary

This also leads to losing confidence and lack of motivation to speak. As a result, learners make an excessive overuse of fillers in their speech and conversation or give incomplete statements.

5) Lack of confidence

A constant practice and are necessary to learn English Language. Learners believe that it is not possible to achieve fluency or master the language. This lack of confidence prevents them learning the speaking skills.

6) Improper listening skill

The central role of listening comprehension is the second language acquisition process is now largely accepted. Listening plays an extremely important role in the development of speaking abilities.

7) Anxiety

Speaking is a second language in public, especially in front of leads to anxiety. Sometimes, extreme anxiety results in the learners being tongue-tied or lost for words in unexpected. Situation leads to discouragement and a general sense of failure in the learners.

8) Excessive use mother tongue.

Learners generally tend to make an excessive to use mother tongue when it comes to the activities in productive skills namely

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speaking and writing. When the learners are asked to perform a speaking activity, they immediately start thinking about the topic in their mother tongue and then they translate into English, which often result in losing the motive of learning the language and lack of practice.

f. Types of Speaking

According to Brown (2004, p 141), there are five types of similar categories that are applied to the kinds of oral production that students are expected to carry out in the classroom they are, imitative, responsive, interactive, and extensive.

1) Imitative

The first ability type of speaking performance is the ability simply parrots back a word or phrase or possibly a sentence. While, this is a purely phonetic level oral production, or number of prosodic, lexical, and grammatical properties of language maybe included in the criterion performance.

2) Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments and the like.

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3) Interactive

The difference between responsive and interactive speaking is in the length complexity of the interaction, which sometimes includes multiple exchanges and multiple participants. Interaction can take two forms of the transactional language, which has the purpose of exchange, the specific information or interpersonal exchange, which have purpose main taning social relationships. In interpersonal exchange, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conversation.

4) Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

5) Extensive

Extensive oral production task includes speeches, oral presentation, and storytelling during which opportunity for aral

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interaction from listener is either high limited (perhaps to nonverbal responses) or ruled out altogether.

g. The Nature of Crisscross Game

Strategy in teaching speaking is very important for teacher in teaching learning process. By using good strategy, the students can understand about the lesson that is given by the teacher. Crisscross Game is one of the strategies that is used in teaching learning process.

According to Graham (2012) Crisscross Game is the active game in learning process that has target conversation, vocabulary and anything. Artensen states that Crisscross Game is a great warm up game. Ask students to stand up and start by asking a question, the student who answers correctly can choose his row or column to sit down, continue by asking another question. The game ends when everyone is sitting down. You can add a twist if there are a lot of questions you want to review with the class. Have just the first row of students stand up and when a student gives the correct answer, have him sit down and ask his team member, the student sitting directly behind him, to stand up. For this activity, teams should be even or you will have to work in a way of making them even and you can draw this activity out by keeping the teams neck and neck.

Crisscross game can make the students learn independently in speaking activity. In addition, students feel enjoy because they can determine the topic freely according to their choice. The students will

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be more trained to speak English. It means that the technique can improve the junior high school students' pronunciation because the students are encouraged to speak when they get chance. There are many advantages of using Crisscross for junior High School students. In addition, this technique can be useful to make junior high school students enjoy learning English. According to Graham (Genky English), the procedures of Crisscross Game (variable X) are as follows:

- All the students stand up.
- Ask a question.
- The student that wants to answer raises their hand.
- If they get the question right then all the kids in their row of desks (ie. all kids to the left and right of them) sits down.
- Ask a question. The student that wants to answer raises their hand.
- This time if they get it correct all the students in the column they are in (all the kids in front and behind them) sit down.
- Repeat from 2 until only one kid is left standing.

B. Relevant Research

According to Syafi'i (2014, p. 102), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to this research paper, such as:

The first research was conducted by from Putri Anggun Sari and Fauzia Rozani Syafei in 2014 entitled "Teaching Recount Text By using

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“Crisscross” Game In Teaching Speaking At Junior High School”. Based on their journal, Crisscross Game can make the students independently in speaking activity. In addition, students feel enjoy because they can determine the topic freely according their choice. The students will be more trained to speak English. It means that the technique can improve the junior high school students’ pronunciation because the students are encouraged to speak when they get the chance. There are many advantages of using Crisscross game for junior high school students.

The second research was conducted by Sam Vandervelde in 2012 entitled “The game Of Crisscross”. In his journal, the purpose for having students play the game of Crisscross is to motivate them to explain the underlying mathematical reason governing who win or loses. This exploration should lead the students to form, test, and ultimately prove conjectures about how to win at Crisscross. The game illustrates a beautiful application of the Euler characteristic and gives them practice at elementary counting techniques as well.

The result of the research showed that Crisscross game can make students active in teaching learning English process. And the writer also used this strategy to make the students at Junior High School 03 Tambang to be active in teaching learning English process.

C. The Operational Concept

A concept is an element that avoids misinterpreting and understanding in a scientific research, as a concept, it is still abstract forms. As mentioned by

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Syafi'i (2011) that all related theoretical frameworks can be operated in the operational concept. In a research plan, the concept has to be interpreted into particular words in order to be easy to measure. It means that operational concept is needed to avoid misinterpreting to the paper content. Actually, there are two variables in this research. They are variable X and Y. Variable X is as independent variable (The Crisscross Game). And Variable Y is dependent variable (Speaking Ability).

According to Graham, the procedures of Crisscross Game (variable X) are as follow:

1. Teacher has prepared balloon and music as a media in learning process.
2. Teacher asks all of students to stand up, and then teacher plays the music.
3. While the music is playing, the students pass a balloon to other students until music is stopped by the teacher.
4. When the music stops, teacher has prepared before, students will take return in answering the question until nobody left.
5. The second round, teacher asks the students to tell their own past experience that may be similar topic discussed that day.
6. To do the second round, teachers play the music again and passed the balloon like at the first round until one is left.

If the students are too keen and everyone wants to answer (or in Junior High none of them wants to answer!!), then a good way to choose who answers the questions is to use the Balloon and Music.

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Then, the indicators of Variable Y or speaking ability can be seen as follows:

- a. Students are able to pronounce the words correctly.
- b. Students are able to use correct grammar.
- c. Students are able to use accurate vocabulary.
- d. Students are able to express their ideas correctly.
- e. Students are able to understand the formal and colloquial conversation.

D. Assumption and Hypothesis

1) Assumption

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

- a. Students' speaking ability is various
- b. The response of students toward the Crisscross Game is various.

2) The Hypotheses

Based on assumption above, the hypothesis for this study can be formulated as follows:

H₀ : There is no significant effect of using Crisscross Game on students' speaking ability at the second year of State Junior High School 3 Tambang.

H_a : There is a significant effect of using Crisscross Game on students' speaking ability at the second year of State Junior High School 3 Tambang.