

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Speaking

###### a. Nature of Speaking

According to Hornby, to speak means to reproduce words or to use words in ordinary voice, utter words by using conversation.<sup>1</sup> Jones in Richard said that speaking is the activity to get something done, exploring ideas, working out some aspects of the world, or simply being together.<sup>2</sup> Then Chaney in Kayi said that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety context.<sup>3</sup> Brown and Yule clarified that speaking is the process where the speaker needs to talk individually and also needs other people to listens and responds to his speaking.<sup>4</sup> It means someone will be called have mastered or understood English when he or she can speak it to others.

In conclusion, speaking is productive skill of language which is used to present one's idea orally. Speaking can be used to make the others know what in speaker's mind is. It is the activity which always be used in daily

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<sup>1</sup>Hornby, *Oxford Advance Learners Dictionary of Current English*, (New York: Oxford University Press, 1995), p. 40

<sup>2</sup>Jack C. Richard, *Teaching Listening and Speaking: From Theory to Practice*, ( New York: Cambridge University Press, 2008), p. 19

<sup>3</sup>Hierarki Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, (InternetTSOLJournal, 2006), p. 1

<sup>4</sup>Gilian Brown and George Yule, *Teaching the Spoken Language*, (New York: Cambridge University Press, 1983), p. 25

life context as someone needs to interact with each other. The activity will be successful when the speaker is able to talk a lot by fulfilling the components of speaking.

### **b. Speaking Ability**

In comprehending and understanding English, it is a must for students to master all four skills together, they are speaking, writing, reading and listening.

Among those skills, speaking is one of the important skills which is needed to convey the information and to get information from others. In teaching and learning process, speaking is the only one way to show and express the ideas and thoughts from a speaker. Richard states that “the ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involved”<sup>5</sup>

According to Christina and Brunder speaking ability is taken to be the objectives of language teaching.<sup>6</sup> It means someone will be called have mastered or understood English when he or she can speaks it to others. Furthermore, Tillit and Bruder argued that there are four rating criteria of test focus on four areas of speaking ability. They are:<sup>7</sup>

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<sup>5</sup>Jack C. Richard and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. (New York: Cambridge University Press, 2002), p. 201

<sup>6</sup>Christiana Bratt Jaulston and Mary Newton Brunder, *Teaching English as a Second Language: Techniques and Procedure* (Massachusetts: Winthrop Publisher Inc, 1976), p. 55

<sup>7</sup>Bruch Tillit and Mary Bruder. *Speaking Naturally: Communication Skills in American English*. (New York: Cambridge University Press, 1985), p. 6

a. Language functions

Language functions include narrating, comparing, giving and defending an opinion, responding to a hypothetical situation, describing and analyzing a graph, extending a greeting, responding to a phone message, giving a progress report, etc.

Each question focuses on one or more language functions. While the students may include other language functions in their response, the focus of students' response should address the language functions stated in the question.

b. Appropriateness

It refers to responding with language appropriate for the intended audience or situation. In some questions students are asked to respond to the narrator without any specific given. In this situation, respond with a polite, friendly tone, as if they were talking with a respected colleague. Other questions may the students imagine they are talking to a friend, supervisor, business associate, customer, classmate, professor, medical professional, or patient.

c. Coherence/Cohesion

It reflects the ways language is organized (coherence) and how ideas relate to each other (cohesion). It is important that their responses are not ambiguous. Opinions and recommendations should be stated clearly. Supporting reasons should clearly connect to the main idea. Steps in a process or events in a story should be ordered logically,

described clearly, and connect smoothly. Be specific enough in their responses so that listeners do not have to interpret or supplement what students are saying in order to understand their meaning.

d. Accuracy

It includes pronunciation, grammar, fluency, and vocabulary. Speaking skill as explained before is very crucial thing that must be mastered by the learners. If we make such parable of speaking, it is like a monitor of computer where it shows what in CPU.

To reach the target of direct method strategy, it is much needed students' participation. Here, the teacher is ordered to design the class as creative as possible. He can use media to attract the students and so on.

In conclusion, the speaking ability is the ability of someone to produce language well. It should have the components of speaking such as accent, grammar, vocabulary, fluency, and comprehension.<sup>8</sup>

**c. Teaching Speaking**

In teaching English especially speaking, the teacher must consider some principles of teaching speaking. Bailey stated there are five principles of teaching speaking:<sup>9</sup>

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<sup>8</sup>Arthur Hughes, *Testing for Language Teacher*, (Cambridge: Cambridge University, 2003), p.131

<sup>9</sup>Kathleen M. Bailey, *Practical English Language Teaching 1<sup>st</sup> Edition* (New York: The McGraw-Hill Company, 2003), p. 54

a. Be aware of the differences between second language and foreign language learning context. Second language context is one where the language is the language of communication in the society, e.g. learning English in Britannia. Even though foreign language is one where the target language is not the language of communication in the society, e.g. learning English in Indonesia.

b. Give students practice with both fluency and accuracy

Fluency is the extent to which students use the language quickly and confidently, with the few hesitations or unnatural pauses, false starts, word searches, etc. And accuracy is the extent to which the students' speech matches what the people actually says when they use the language.

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

Here the teacher limits himself to speak. He must calculate how many percent he speaks. Approximately he speaks 50%-80%. So the students have time to speak or express their ideas. Pair work is one of the teachers' strategies to attract the students. When the teacher is removed from the conversation, the learners take on diverse speaking role that are normally filled by the teacher.

d. Plan speaking tasks that involve negotiation for meaning

Negotiation for meaning means the teacher involved the students in communication of target language than they will try to understand

what someone talks about. Here the teacher becomes a model, because he will do first before asking the students to do it.

It also involves checking to see if the students have understood what someone has said, clarifying their understanding and confirming that someone has already understood their meaning.

- e. Design classroom activities that involve guidance and practice in both transactional and interactional.

Transactional speech is involving communication to get something done, including service. Even interactional speech is communication with someone for social purposes.

On the other side, Kalayo and Fauzan added the teachers are not only knowing and applying the principles of teaching speaking, but also recognizing the areas of knowledge in teaching speaking. They are: <sup>10</sup>

- a. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.
- b. Functions (transaction and interaction):
  - a. Transaction/information exchange is knowing when clarity of message is necessary.
  - b. Interaction/relationship building is knowing when precise understanding is not required.
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speaker and relative roles of

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<sup>10</sup>Drs. KalayoHasibuan, M.Ed-TESOL and Muhammad Fauzan Ansyari, S.Pd.I., *Teaching English as Foreign Language (TEFL)* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 101.

participants): is understanding how to take into account, who is speaking, to whom, in what circumstances, about what , and for what reason.

One of the parts in teaching speaking is giving task to the students to find out the ability of them. Brown argued that there were five types of similar categories apply to the kinds of oral production that students were expected to carry out in the classroom. They were imitative, intensive, responsive, interactive, and extensive.<sup>11</sup>

a. Imitative

It is someone interested only what is labeled by “Pronunciation”. She/he imitates a native speaker’s pronunciation.

b. Intensive

It is someone’s ability to gain the meaning of the conversation based on the context.

c. Responsive

It refers to someone’s comprehension of the short conversation, standard greeting and small talk, simple request and comment.

d. Interactive

Interaction consists of two forms. They are transactional language, which has purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It was more complex than responsive.

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<sup>11</sup>H Douglas Brown, *Language Assesment: Principle and Classroom Practice*, (California: Longman, 2003), p.141

e. Exstensive

Extensive oral production includes speech, oral presentation, and story-telling, during which the opportunity for oral interaction for listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together.

All of the categories of speaking performance will help teacher to give task to the students. It can measure the ability of students in speaking skill. The teacher can choose the design speaking performance based on the lesson being learn at the time.

And in order to assess students' speaking ability, Brown clarified five indicators of scoring categories, they are:<sup>12</sup>

1. Grammar

The speaker's ability in structuring word by word, the speaking is understandable by his/her interlocutor.

2. Vocabulary

The speaker needs to use an appropriate vocabulary in order that the speaking is suitable to the topic,

3. Comprehension

It is about the speaker's ability in understanding a talking. The understanding can be based on the experience or knowledge.

4. Fluency

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<sup>12</sup>H. Douglas Brown, *Op. Cit*, p. 157

The category related is to the speaker's ability to speak fluently.

## 5. Pronunciation

This category is related to accent whether the speaker speaks like native or not.

Then, Brown has stated that there are two kinds of skills in speaking that should be considered in assessing speaking. They are as follows:<sup>13</sup>

### 1. 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 information 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 strategic devices- pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.
- h. Use grammatical word classes (nouns, verbs, etc), systems (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.

### 2. Macro skills

- a. Appropriately accomplish communicative functions according to situations, participants, and goals.
- b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, and conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.
- c. Convey links and connections between events and communicate such relation as vocal and peripheral ideas, events and feelings, new information, generalization and exemplification.

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<sup>13</sup> Ibid, p. 142

- d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e. Develop and use a 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 in understanding you.

Micro skill involves to speaker's ability in the form of words and grammatical forms. Meanwhile, macro skill requires the speaker to be able to develop discourse and sociolinguistic competence.

In this research, writer assesses students' speaking ability by using the scoring rubric which is clarified by Hughes. They are accent, fluency, vocabulary, accuracy and comprehension.<sup>14</sup>

#### **d. Activities to Promote Speaking**

According to Kayi in Shinta there are a lot of activities to promote speaking, it used to make easier for the speaker to express the idea. Below are some of the activities:<sup>15</sup>

##### 1. Discussions

After a content based lesson, a discussion can be held for various reasons. The students may aim to arrive conclusion, share ideas about an event or find solutions in their discussion groups.

##### 2. Role Play

One other way of getting students to speak is role playing. Students pretend they are in various social contexts and have a variety of social

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<sup>14</sup> Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003), p.111-113

<sup>15</sup>Sinta Septia, *Applying Picture Describing to Increase Speaking Skill for REC (Ronggolawe English Club) Members at Unirow Tuban*, (Semarang: Unpublished, 2008),p. 18

roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

### 3. Storytelling

Students can briefly summarize a tale or story that they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking

### 4. Story Completion

This is very enjoyable, whole-class, free-speaking activities for which students sit in a circle.

### 5. Find the difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

### 6. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

### 7. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and

the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.

#### 8. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions.

#### 9. Games

Game is fun activity to promote speaking. Language games are believed can give the positive effect and joyful learning to the students in developing their speaking. The word “game” means an activity which is entertaining and engaging, often challenging, and an activity in which the students play and usually interact with others. Competition against others is not an essential ingredient of games, but challenge is often. This statement is also stated by Wright “in selecting and describing our games we have tried to minimize competition, with winners and losers and to maximize challenge, where everyone feels inspired to “have a go and do their best”.

In conclusion, game is useful in teaching and learning, since it can create positive classroom interaction that can lower the students’ anxiety in learning English. Games also help the students to develop their

speaking ability in interesting activities so that their speaking ability can be developed in natural ways.

## **2. Describe and Identify Game**

### **a. Definition of Describe and Identify Game**

The teacher needs to apply the appropriate technique to improve students' speaking ability. Game is a useful technique in learning and developing speaking ability. In this case, the writer suggests a game called describe and identify game to help the students to increase and gain self-confidence in speaking English especially to practice describing things.

The word "describe" means give an account in words of (someone or something), including all the relevant characteristics, qualities, or events.<sup>16</sup> It tells the facts, details, or particulars of something verbally. The word "identify" means to ascertain the origin, nature, or definitive characteristics of.<sup>17</sup> It uses to recognize or establish as being a particular person or thing; verify the identity of.

According to Wright describe and identify game is game that using descriptive language and vocabulary as determined by the teacher's choice of words or pictures. In describing and identifying game the students are challenged to describe words or pictures to other students by speaking, so well that the others can identify what speaker has described.

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<sup>16</sup>Freedictionary, *Describe*, retrieved: 24th January 2013 from <http://freedictionary.com>

<sup>17</sup>Freedictionary, *Identify*, retrieved: 24th January 2013 from <http://freedictionary.com>

The teacher may wish to make the game more challenging by requiring the students to ask questions to gather information, rather than having them listen to prepared. The students must ask some questions in order to identify the secret picture or words in playing this game. The question must be in form yes/no question.<sup>18</sup>

Describe and identify game in this research used a picture, the teacher asks students to describe a picture so other students can identify what it is. Because pictures are one of the visual aids that can be used in teaching speaking. It makes something more interesting for the students. It also can be used in creating situation for speaking classes more clearly. Picture as aids are clearly in dispensable for language teacher since they can be used in so many ways. The teacher also can teach vocabulary easily through pictures it means blackboard drawing, wall pictures, chart and flashcard.<sup>19</sup>

In addition, Gerlach and Elly state the benefit of using picture in language classroom as follows.<sup>20</sup>

- 1) Pictures are inexpensive and widely available. The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.
- 2) Pictures provide common experiences for an entire group of

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<sup>18</sup>Andrew Wright et al, *Games Language Learning*, (Cambridge: Cambridge, 2006), p. 45

<sup>19</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001),p. 136

<sup>20</sup>Gerlach and Elly, *Teaching and Media: a Systematic Approach*, (New Jersey: Prentice Hall, 1980), p. 277

students. It means by using picture, teacher can involve all of students in his or her class.

3) Pictures can help prevent misunderstanding. It means by using pictures, teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between students' perception and teachers' perception.

4) Pictures help the students to focus attention to the subject and make students active.

Furthermore, according to Cristina pictures provide serious language practice and can be invaluable in the classroom for stimulating discussion and bringing enormous variety to lessons. They also provide the teacher with a flexible and convenient tool to test many different things in exams. This activity fosters the creativity and imagination of the students as well as their public speaking skills.<sup>21</sup>

Other definition about describe and identify game is stated that it is another way to use of pictures in the speaking activity that give students just one picture and having them describe what it is in the picture.<sup>22</sup> This statement was also stated by Sollahudin in Intan, "describing and identifying game is one of activities in learning speaking English. In this activity, students must describe pictures in front of the

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<sup>21</sup>M. A Cristina C. B, *Picture Description Guidelines, Techniques & Exam Tips*, Retrieved: 21<sup>st</sup> Juli 2012 from <http://www.englishcenter.cz/downloadfiles/145.pdf>

<sup>22</sup>Hierarki Kayi. *Op. Cit*, p. 1

class, every student gets one picture and must describe it, so other students can identify what they have described.”<sup>23</sup>

#### **b. The Advantages of Using Describe and Identify Game**

The describe and identify game offers a reason for speaking, it makes students easier to describe something so process of learning more enjoyable. This games offer a stimulus and context, but no specific language focus or support. Although this game is likely to cause the students to focus on a particular language point, this game offer practice in fluency rather than in grammar practice and another advantages to minimize competition and maximize challenge, creation, and play because students need to have developed a variety of topic-related labels, names and describing pictures or words through a range of experiences, to have stored these in their memory bank and be able to quickly retrieve them as required.<sup>24</sup> In playing the describe and identify game, the students are free to explore what they have in their mind with their language. It will train the students to be brave in using the language. If they play it in English, they will be trained to speak English with the fun way.

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<sup>23</sup>Intan Aulia, *The Effectiveness of Using Describing Picture to Improve Students Speaking Skill in Descriptive Text*, (Semarang: Unpublished, 2011), p. 21

<sup>24</sup> Andrew Wright et al, *Op cit*, p. 39

**c. Procedures of Describe and Identify Game**

To make clear about the game, writer provides how the game is applied. It is stated in some steps as follows:<sup>25</sup>

1. Demonstrates the idea of this game by describing something and asking the class to identify what teacher has described. The subject and language you use should be appropriate to the students' level of proficiency and the language teacher wants to practice with them.
2. Rather than allowing the students to call out, ask them first to tell their neighbors what they think teacher has described. Then ask for suggestions from the class.
3. Ask one of the more confident students to take one of the following pictures at random from teacher's hand. He or she must describe the meaning of the pictures so well that others can identify what it is.
4. Ask each of students to describe a particular picture from choice of at least five which everyone can see and instructs them to prepare a written description.
5. Encourage his or her partner or group or the rest of the class to identify which picture has been described
6. Ask all the students to stand up, mill about, read their description to five other students, and note down how often their listener can accurately identify the things described.

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<sup>25</sup> Ibid, p. 44

7. Ask some or all of the students to read out their description to the whole class.

In conclusion, Describe and Identify game is one kind of language games that is expected to be able to attract students' participation in speaking and develop the students' speaking ability in enjoyable and fun learning way. It is best applied to improve speaking ability. It also can be used for many levels as long as the material appropriate to the students.

## **B. Relevant Research**

It is necessary to observe some previous researches conducted by other researchers in which they are relevant to our research.<sup>26</sup> Besides we have to analyze what point that was focused on, the informed designs, finding and conclusion of the previous research, that of:

1. The research conducted by Yeni Lailatul Faizah entitled "Improving Speaking Skill by Using Describing Game at MTs. Sulamul Huda Siwalan Mlarak Ponorogo." The researcher employed Classroom Action Research, this research was conducted in 3 cycles. The subjects of this reseach was 27 students at the seventh year class in at Mts. Sulamul Huda Siwalan Mlarak Ponorogo. The data of this research were obtained through interview, observation sheet and documentation. To analyze data the researcher uses to ways:

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<sup>26</sup> M. Syafi'i S, *From Paragraph to a Research Report: A Writing Of English for Academic Purposes*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensyif/ LBSI, 2007), p. 122

qualitative and quantitative. At the last of her research, she found out that the technique worked best in her class.

2. The research conducted by Shinta Septia. A entitled “Applying Picture Describing to Increase Speaking Skill for REC (Ronggolawe English Club) Members at Unirow Tuban”. In this thesis, the writer tried to apply a method named “picture describing” to increase REC (Ronggolawe English Club) member’s speaking skill because he wanted to make their skill develop, and hopefully if the research was done well, the “picture describing” method can be applied in REC (Ronggolawe English Club) and make the members become more active.
3. The research conducted by Intan Aulia Asfa entitled “The Effectiveness of Using Describing Picture to Improve Students’ Skill in Descriptive Text” This study was about the use of describing picture as technique/method to improve student’s speaking skill in descriptive text of the eighth grade students of SMP H. Isriati Semarang in the 2010/2011 academic year. After the data had been collected by using test, it was found that t-test was (4.348), whereas the t-table was (2.01) for  $\alpha = 5\%$ . The t-test score was higher than the t-table ( $4.348 > 2.01$ ). It means that  $H_a$  (alternative hypotheses) was accepted while  $H_o$  (null hypotheses) was rejected. Since t-test score was higher than the t-table, describing picture was effective

technique/method in improving students' speaking skill in descriptive text at the eighth grade students of SMP H. Isriati Semarang.

### **C. Operational Concept**

To make the research clear and to get the information about the related technique, it is useful to find the relevant research. This research involves two variables, the first variable is using Describe and Identify game which is symbolized as X and the second variable is students' speaking ability which is symbolized as Y.

Thus, the indicators of using Describe and Identify game are as follows:

1. Teacher demonstrates the idea of this game by describing something and asking the class to identify what teacher has described.
2. Teacher asks students first to tell their neighbors what they think teacher has described. Then ask for suggestions from the class.
3. Teacher asks one of the more confident students to take one of the following pictures at random from teacher's hand. He or she must describe the meaning of the pictures so well that others can identify what it is.
4. Teacher asks each of students to describe a particular picture from choice of at least five which everyone can see and instructs them to prepare a written description

5. Teacher asks all the students to stand up, mill about, read their description to five other students, and note down how often their listener can accurately identify the things described
6. Teacher asks to encourage his or her partner or group or the rest of the class to identify which picture has been described
7. Teacher asks some or all of the students to read out their description to the whole class.

Then, the indicators of variable Y are as follows:

- a. The students are able to speak accurately with good grammar
- b. The students are able to speak fluently and naturally
- c. The students are able to comprehend their ideas and feelings
- d. The students are able to develop their vocabularies
- e. The students are able to pronounce the words well.

#### **D. Assumptions and Hypothesis**

##### 1. Assumptions

In this research, the writer assumed that the students' speaking ability is varied. Then, the describe and identify game can help the students to improve their ability in speaking.

## 2. Hypothesis

### Null Hypothesis ( $H_0$ )

There is no significant effect of using describe and identify game toward speaking ability of the second grade students at SMPN 6 Pekanbaru.

### Alternative Hypothesis ( $H_a$ )

There is significant effect of using describe and identify game toward speaking ability of the second grade students at SMPN 6 Pekanbaru.