CHAPTER II

REVIEWING OF RELATED LITERATURE

A. The Review of Related Theory

1. The Nature of Speaking

Speaking is one of the elements of communication. Through speaking, everyone has chances to express about their ideas to their social communities directly. It consists of producing systematic verbal utterances to convey meaning.[1] Speaking is also an appropriate way to make others understand with what we mean and say. Brown and Yule state that made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.[2] It means speaking ability is an essential tool for building social interaction.

Futhermore, Speaking is not only one of the four skills which plays a significant role for students in mastering English. It should be studied and practiced persistently. There are five basic types of speaking or oral production that students are expected to carry out in the classroom. They are Imitative, Intensive, Responsive, Interactive, and Extensive:[3]

   a. Imitative is someone interested only what is labeled by "Pronunciation". She/ he imitates a native speaker's pronunciation.

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[1] David Nunan, *Practical English Languge Teaching* (Sydney: Mc Graw Hill, 2003), p.48.

[2] Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice* (New York: Cambridge University Press, 2008), p. 21.

[3] H. Douglas Brown, *Language Assessment: principle and Classroom Practices (*New York: San Francisco State University, 2004), p. 141.

b. Intensive

It is someone 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, and the like.

d. Interactive

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

e. Extensive (monologue)

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

It can be summarized that all of the five components above can sign how far students' speaking proficiencies are. That is why, speaking skill will play a large part in the overall competence. Speaking is as the measurement to determine someone's proficiency in using language. Thus, we have to know the function of speaking itself in order to get the goals of speaking. According to Brown and Yule, there are three functions of speaking, they are:[4]

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[4] Jack C. Richards, loc.cit. p. 21.

a. 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.

b. 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 understand 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 participant focuses primarily on what is said or achieved, for example asking someone for the time. Accuracy may not a priority as long as information is successfully communicated or understood. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel.

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

In conclusion, students have to master speaking in order to get the goals of speaking that describes in its functions. Likewise the teacher has to carry the students with situation that can apply these functions of speaking in the classroom.

2. The Speaking Ability

Speaking is a very difficult and complex skill to learn especially for the foreign language students. Littlewood says that speaking ability is a combination of structural and functional aspect of language.[5] It means that the mastery of language is not ultimately measured from how much students can apply the grammatically correct sentences. But how they know the use of language and they can use it for various purposes in real context in their daily life. Dealing with this, murcia states that the ability to speak a language is the most basic means of human communication. [6] it can be concluded that speaking ability is the ability of students in using English as the second

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[5] William Little Wood, *Communicative Language Teaching* (Cambridge:Cambridge University press, 1981), p. 5.
[6] Marianne Celce Murcia, *Teaching English as a Second Language or foreign Language* (New Jersey:Heinle & Heinle, 2001), p. 103.

language that they learn for their communication activities and interaction orally.

It is clear that speaking ability is the most important thing that should be mastered to determine someone's ability in mastering English language. There are many aspects that should be known and considered by the students. They are vocabulary, mastery of grammar, and mastery in expressing ideas. Language learners need to recognize that speaking involves three areas of knowledge:[7]

1. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.
2. Function (transactional and interactional): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/ relationship building)
3. Social and culture rules and norms (turn-talking, 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.

From those explanations above, it is obvious that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a message or ideas. The students not only need the ability to think directly while speaking. But also, to master many aspects that can help them to achieve the goals of speaking itself. It means that the students need to learn and practice about how to produce speaking correctly, and they should have good proficiency and hard effort in order to achieve it.

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[7] Kalayo Hasibuan, *Teaching English As a Foreign Language (TEFL)* (Pekanbaru: Alaf Riau Graha Press, 2007), p. 101.

3. The Teaching Speaking

Teaching is a complex and controversial profession. Teaching is guiding, and facilitating learning, enabling the learner to learn, setting the condition of learning.[8] It means that teaching is not only a process to transfer information or knowledge, and good models from teacher to the students. But teaching is included all aspects in teaching and learning process.

The goal of teaching speaking is to improve students' communicative skills. So, It needs being professional. Therefore, teachers not only help their students to develop the ability of communicative efficiency. According to Murcia, students should be allowed and encouraged to initiate communication when possible, to determine the content of their responses or contributions, and to evaluate their own production and learning progress in the oral skills classroom.[9] Penny Ur also states that the successful speaking activities are: [10]

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

2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

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[8] H. Douglas Brown, *Principle of Language Learning and Teaching,* fourth Ed (New York: Addison Wesley longman.inc, 2000), p. 7.
[9] Marianne Celce Murcia. *Op.cit*., p. 104.
[10] Penny Ur, *A Course in Language Teaching: Practice and Theory (*New York: Cambridge University Press, 1991), p. 120.

3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

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

Based on the quotations above, It clear that the teachers have to give explanation to the students how to speak fluently and ask them to speak but also let the students improve and increase their progress in speaking skill. Because the success of students in speaking can be characterized by their actions in learning a language. Futhermore, teacher should consider some principles for teaching speaking. According to Nunan, there are some principles for teaching speaking as follows:

1. First, teacher must be aware of the differences between second language and foreign language learning context.

2. Second, teacher gives practice to the students both fluency and accuracy.

3. Third, teacher provides opportunities for students to talk by using group work or pair work and limiting teacher talk.

4. Fourth, Teacher plans speaking task that involves negotiation for meaning.

5. Fifth, Teacher designs classroom activities that involve guidance and practice in both transactional and interactional speaking.[11]

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[11] David Nunan, loc. cit. pp. 54-55.

In teaching and learning process teacher also should use appropriate task and materials to make his teaching learning process effective. They should be able to make the students interested in the materials and make the students able to achieve the standard of communicative competency. According to Nunan, the good learning task should:[12]

a. Be based on authentic or naturalistic source material, enable learners to manipulate and practice specific features of language, allow learners to rehearse in class communicative skills and Involve learner in sharing information. Task should be suitable for missed ability group and involve learners in solving a problem, coming to a conclusion

b. Allow learner to think and talk about language, learning and have built into them a means of evaluating the success of otherwise of the task.

c. Have clear objectives stating what learner will be able to do as result of taking part in the task and promote skills in learning how to learn Utilize the community as a resource

d. Involve learners in risk taking and give learner a choice in what they do and the order in which they do it, and also enable students to share in planning and development of the task, require learners to rehearse, rewrite, and polish initial efforts

Next, Teachers are required to have good proficiency in mastering knowledge that is related in and technique used. Brown argued that teaching consists of those activities (techniques and exercises) related to delivery of

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[12] David nunan, *Designing Task for the Communicative Classroom* (Cambridge: Cambridge University Press, 1989), pp. 139-140.

information.[13] It means that the teacher should know how to transfer the information or knowledge to the students by using various ways such as game, technique and exercise.

In this research, the researcher used just-a-minute (JAM) game as a tool to teach speaking to the students. Teaching speaking here discusses about hortatory exposition genre. It is very appropriate with the just-a-minute (JAM) game. It helps the students express their arguments orally.

For all of the theories and explanations above, it is clear enough that teaching speaking cannot be ignored as an important English skill to be mastered in order to enable the students to use the target language as well as possible. In other words, teaching speaking is necessary. The teachers not only have to give explanation to the students how to speak fluently and ask them to speak but also should create real-life communication, authentic activities, and meaningful tasks that promote oral language. Therefore, teachers should encourage students to communicate some referential meaning in the target language.

1. **The Concept of Just-a-minute (JAM) game**

   a. **The Nature of Just-a-minute (JAM) game**

   Just a Minute game and is adapted from a radio game show broadcast over the British Broadcasting Corporation (BBC). It was aired over the BBC many years ago and was highly entertaining. Just-a-minute (JAM) game is one of the games that is very useful for teaching speaking. According to Tyagi and

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[13] James Dean Brown, *The Elements of Language Curriculum* (Boston: Heinle and Heinle Publisher, 1995), p. 179.

Misra, JAM is a game that uses extempore speech and careful listening to emphasize good speaking and dictation. It is held in a challenging environment where the listener attempts to identify a number of errors. The main emphasis is on straight forward approach. Each participant speaks on a topic for a full minute without repetition, hesitation, or deviation. Two players are required, along with a moderator. Speakers are "challenger" by their opponents when they slip up. If the challenge is successful, the challenger gets the remaining minute to speak on the same topic. Point is awarded for

a. Speaking the full 60 second without repetition, hesitation, or deviation.

b. Challenging an opponent successfully, and opposing a challenge successfully.[14]

Based on the points above, it can be concluded that this game enables students to develop their capability to think about one issue that will be presented in the class. Dealing with this, Colle and friends state that the purpose of just a minute going straight in to a talk or presentation can be daunting, so it can help learners if we start with a short, fun activity that gets them talking in front of others. Learners practice talking to a group using the well-known game which requires participants to speak on a given topic for 1 minute without repeating themselves, hesitating or going off the point. [15] it means that just-a-minute (JAM) game gives biggest chances to all students to become active to participate in speaking class. They can also express and share

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[14] Kavita tyagi and padma Misra, *Basic Technical Communication* (New delhi: Mudrak, 30-A, Patparganj. 2011), http://books.google.co.id (accessed Jun, 2013), pp. 256-257.
[15] Debbie Cole et.al., *Teaching speaking and Listening : a toolkit for practitioners* (Bristol: Portishead Press,2007), p. 223.

their knowledge about one topic without being afraid of making a mistake, because they have chances to collect much information about their topic before speaking in front of their friends.

b. The Purposes of Just-a-minute (JAM) game

There are some purposes of using just-a-minute (JAM) game. Claire states that the objectives of just-a-minute (JAM) game are to improve oral language fluency; to improve pronunciation; to stress careful listening; to practice quick logical thinking; to practice speaking in front of a group. This game is also appropriate for intermediate students of English as a second language from second grade to adult.[16] Dealing with the explanation above, Tyagi and Misra say that the objective of holding this exercise is to continue speaking for one minute on a selected topic. It helps in providing a fun environment to improve listening, thinking, and speaking skills. The candidate aim should be to develop quick thinking together with speaking skills, good grammar, appropriate use of words, and using the right words.[17]

From the points above, writer can conclude that just-a-minute (JAM) game can be applied in speaking class. This game will make students more active and not afraid of expressing their ideas. They could also practice how to share ideas in a fun way, and fun environment in speaking class.

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[16] Elizabert claire, *Esl Teacher's Activities Kit* (1988), http://elizabethclaire.com/store/media/general/product/just-a-minute-esl-listening-and-speaking-game-instructions-cards.pdf (acessed may, 2013), p. 139.
[17] Kavita Tyagi and Padma Misra, Op.cit., pp. 256-257.

c. The Standard procedure of Just-a-minute (JAM) game

There are many procedures for applying just-a-minute (JAM) game in the class room according to Tyagi and Misra as follows:[18]

> Divide the group into two teams, A and B. the session is just like table topic; all the topics should have only one word. Give a topic to someone from team A who will then try to speak on the topic for one minute. At any time, anyone from team B can challenge by shouting 'STOP'. The clock is stopped immediately. There are only there grounds for successful challenge.
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> a) Hesitation - you may pause for effect but not for thought. Um's and ahs count as a hesitation
> b) Deviation - from the topic or from correct English
> c) Repetition - you may not repeat a word with the following exceptions:
>   - little words such as "and, but, a, the, are, were, and. of"
>   - the name of topic.

The procedure of Just-a-minute (JAM) is also explained by Patricia Brander.[19]

1. The teacher asks people to sit in a circle.

2. The teacher asks students to pass round the hat. Ask each person in turn, without looking, to dip into the hat and take out one slip of paper.

3. The teacher tells participants have 5 minutes to prepare to talk non-stop for one minute on the statement written on their slip of paper. The rules are no hesitations and no repetitions.

4. The teacher asks students go round the circle and ask each person in turn to give their "speech".

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[18] Ibid, p.257
[19] Patricia Brander, Laure De Witte, et al. *Compass Manual for Human Rights Education With Young People 2012 Edition – Fully Revised and Updated.* (Hungary: Council of Europe, 2012), p. 199.

5. The teacher instructs students, after each "speech", allow two or three minutes for short comments. If people have a lot to discuss, make a note of the topic and agree to return to it at the end.

6. The teacher tells students that when everyone has had their turn, go back and finish any discussions that had to be cut short.

7. The teacher tells the debriefing and evaluation.

Debbie Cole, Christine Ellis et al also give contribution about the Instructions of just-a-minute are.[20]

1. The teacher writes down a list of topics

2. The teacher as chairperson explains the rules of the game.

3. The teacher gives the first speaker a topic which they must try to speak on for 60 seconds. They must not:

   a. repeat any words or phrases (except those in the title they're given)

   b. hesitate for too long (you'll need to use your judgment here)

   c. Deviate from the topic they're given.

4. The teacher tells the students If they want to challenge the speaker and claim that they repeated a word or phrase, paused for too long or went off the point, the other players can interrupt by shouting 'repetition', 'hesitation' or 'deviation' and raising their hand.

5. The teacher makes a note of how much time has gone when the challenge is made. If the teacher decides that the challenge is justices, the challenger scores a point and takes over the subject for however long is

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[20] Debbie Cole, Christine Ellis et. al., op.cit., p. 223.

left from the original 60 seconds. On the other hand, If the challenge is not valid, the speaker keeps the subject, gets a point and carries on for whatever time is left, or until another challenge.

6. The teacher tells whoever is speaking at the end of the minute is the winner of that round and gets an extra point.

B. The Relevant Research

To avoid the same title used in this research, the writer shows the relevant researches which were done by two previous students of English education department. According to Syafi'i [21], relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research itself. Below are some researches from some researchers. They are:

1. A research from Chandra Alfindodes

In 2012 Chandra Alfindodes conducted a research entitled the difference between speaking ability of students who are taught and not by using barrier games strategy at the first year of Islamic senior high school 2 model pekanbaru.[22] The writer took this research as a related finding because there are close relationships between barrier games strategy and just-a-minute (JAM) game. He found that that there was a significant difference between the students' speaking ability taught and not taught by using barrier games

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[21] M. Syafi'i .S, *From Paragraph to Research Report: A Writing of English for Academic Purpos*e (Pekanbaru: Lembaga bimbingan belajar syaf intensif/LSBI. 2007), p. 122.

[22] Chandra Alfindodes. *The Difference Of Speaking Ability Of Students Who Are Taught And Not By Using Barrier Games Strategy At The First Year Of Islamic Senior High School 2 Model Pekanbaru* (Pekanbaru:Unpublished, 2012)

strategy. However, the research that has been conducted by the writer has same differences.

    2. A research from S. N. Dalvai

        In 2012, S. N. Dalvai conducted a research entitled"Using Teaching Aids Effectively to Enhance Speaking Skills". She found that teaching speaking skill became very effective with different activities and learning takes place because the students are involved in learning. She offered just-a-minute (JAM) game in teaching speaking skill in English. She found the significant increases in mean score of experimental group. [23] The researcher that has been conducted by the writer also has some differences. The writer used just-a-minute (JAM) game in improving speaking ability of the second year students at SMAN 1 Lubuk Dalam Siak Regency.

C. Operational Concept

        In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There are two variables; X variable and Y variable. Independent variable or X variable of this research is just-a-minute (JAM) game and the dependent variable or Y variable of this research is students' speaking ability. To operate the investigation on the variables, the researcher worked based on the following indicators:

        The operational concept of the independent or X variable which is Just-a-minute (JAM) game can be seen as follows:

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[23] S. N. Dalvai. *Using Teaching Aids Effectively to Enhance Speaking Skills* ISSN 0975-3036. 2012. (http:// ELTWeekly _ Vol. 4 Issue 45 – Research Paper 'Using Teaching Aids Effectively to Enhance Speaking Skills' by Sunita N Dalvai.htm) Retrieved on march 20 [th] may 2013.

1. The teacher divides the students into two teams, A and B

2. The teacher as chairperson explains the rules of the game.

3. The teacher asks students pass round the hat and to dip into the hat and take out one slip of paper.

4. The teacher tells the students from each team have 5 minutes to prepare to talk non-stop for one minute on the statement without hesitations and repetitions.

5. The teacher asks students from each team in turn to give their "speech".

6. The students from group A try to speak on the topic for one minute. And at any time, anyone from team B can challenge by shouting "stop. The clock is stopped immediately.

7. The teacher gives students chance two or three minutes for short comments.

   Then, the indicators of students' speaking ability in hortatory exposition genre as dependent or Y variable can be seen as follows:

1. The students are able to talk in the form of hortatory exposition grammatically. (grammar)

2. The students are able to talk in the form of hortatory exposition by using proper vocabularies. (Vocabulary)

3. The students are able to express and develop their ideas without any pausing in every sentence. (Fluency)

4. The students are able to express the comprehensible ideas for sharing the rhetorical step in the hortatory exposition (comprehension)

5. The students are able to use appropriate pronunciation (pronunciation/ accent)

D. Assumption and Hypotheses

1. Assumption

In this research, the writer assumes that the result of this research shows there is a significant difference of students' speaking ability taught by using just-a-minute (JAM) game and without using just-a-minute (JAM) game at SMAN 1 Lubuk Dalam Siak Regency.

2. Hypotheses

a. Null hypothesis (H_o): There is no significant difference between the students' speaking ability taught by using just-a-minute (JAM) game and without using just-a-minute (JAM) game at SMAN 1 Lubuk Dalam Siak Regency.

a. Alternative hypothesis (H_a): There is a significant difference between the students' speaking ability taught by using just-a-minute (JAM) game and without using just-a-minute (JAM) game at SMAN 1 Lubuk Dalam Siak Regency.