# CHAPTER II

# LITERATURE REVIEW

## A. Theoretical Framework

### 1. The Nature of Speaking

#### a. The Definition of Speaking

Speaking is one of two kinds of productive skills besides writing. Nunan stated that speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.[1] Moreover, Longman stated that speaking is defined as to be able to talk in a particular language.[2] Similarly, speaking is defined as to be able to use language.[3] It can be concluded that speaking is an ability of a person to express their ideas, feelings or something in their minds to others.

According to Richard and Renandya, the learners study English in order to develop their language ability in speaking. Speaking is used for various purposes that are to express opinion, to describe something, to complain about something, to persuade someone, or to make polite requests.[4]

The intention of speaking course is often that the students should be able to express them self in the target language; to cope with basic

---

[1] David Nunan, *Practical English Language Teaching* (NewYork: McGraw Hill, 2003), p.48.

[2] Longman, *Longman Active Study Dictionary* (London: Pearson Education, 1998), p.414.

[3] Victoria Bull, *Oxford Learner's Pocket Dictionary: Fourth Edition* (Oxford: Oxford University Press, 2008), p.426.

[4] Jack C. Richard, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge : Cambridge University Press, 2002), p.201.

interactive skill like exchanging greetings, thanks, and apologies; and to express their need, request information, service and etc.[5]It means that students should master the language components, if students can master these components, they will not have difficulties to express their ideas, thought and feeling.

Based on the definitions of speaking above, the writer can summarize that speaking is the capability of using language, a skill to share someone ideas, information, suggestion and feeling to another people orally.

**b. Speaking Tasks**

Many language learners regard speaking as the measure of knowing a language. There are many reasons that make speaking activity become a measure of the students' success in learning a foreign language. According to Harmer, there are three reasons why students are given the speaking tasks, they are:[6]

a. Rehearsal

When students have free discussions or conversations inside the classroom they have a chance to rehearse having discussions or conversations outside the classroom.

---

[5]Gillian Brown and George Yule. *Teaching the Spoken Language: An Approach Based on the Analysis of Conversational English* (Cambridge: Cambridge University Press,1983), p.27.
[6]Jeremy Harmer, *How to Teach Speaking: An Introduction to the Practice of English Language Teaching* (Malaysia: Longman, 1998), p.87.

b. Feedback

Speaking task where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having. Students can also see how easy they find a particular kind of speaking and what they need to do to improve.

c. Engagement

Good speaking activities can and should be highly motivating. If all students are participating fully and if the teacher has set up activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it.

In addition, according to Thornbury, there are six criteria for speaking tasks, they are:[7]

a. Productivity

A speaking activity needs to be maximally language productive in order to provide the best condition for autonomous language use.It means that students should produce as much language as they can.

b. Purposefulness.

Speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common purpose.It is suggested that the activity has some purposes and is worth doing.

---

[7]Scott Thonbury, *How to Teach Speaking* ( Harlow, England: Longman, 2005), p. 90.

c. Interactivity.

Speaking task such as talks and presentations should be performed in situations where there is at least the possibility of interaction. It leads students to communication with each other.

d. Challenge.

The task should stretch the learners so that they are forced to draw on their available communicative resources to achieve the outcome. If the degree of challenge is too high, this can be counterproductive, inhibiting learners or reducing them to speaking in their first language. It means that the activity is not very difficult for learners so that they can manage it but still it helps them learn a new language.

e. Safety.

The classroom should provide the right conditions for experimentation, including supportive classroom dynamic and a non-judgmental attitude to error on the part of teacher. In other words, students feel safe and are not afraid of failure.

f. Authenticity.

Speaking task should have some relation to real-life language use. If not, they are poor preparation for autonomy. In order to become autonomous, students will need to experience a quality of communication in the classroom that is essentially the same as communication outside the classroom. It is suggested that the tasks are based on real-word situations and so it is useful to do them.

It can be concluded that speaking tasks can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

**c. Teaching Speaking**

Teaching speaking is one of the important things in the process of teaching and learning. The objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production.[8] Therefore, the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.[9]

According to Nunan, there are many principles that every teacher should consider while planning a speaking course:[10]

a. Be aware of the differences between second language and foreign language learning contexts.

A foreign language context is one where the target language is not the language of communication in the society. A second language context is one where the target language is the language of communication in

---

[8]Arthur Huges, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003), p.113.

[9]Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in Second Language," *The Internet TESL Journal*, Vol. XII, No. 11, November 2006, http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html(accessed Mei, 2013).

[10]David Nunan, *Practical English Language Teaching* (Singapore: McGrow Hill, 2003), p.54-56.

the society. It means that the teacher has challenges to determine partly the target language context.

b. Give students practice with both fluency and accuracy

Accuracy is the extent which the students' speech matches what people actually say when they use 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. It means that learners must be given opportunities to develop both their fluency and accuracy. Teachers must provide students with fluency building and realize that making mistake is a natural part of learning a new language.

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

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 lesson. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by teacher.

d. Plan speaking tasks that involve negotiation for meaning

Negotiating for meaning involves checking to see if students have understood what someone has said, clarifying students' understanding, and confirming that someone has understood your meaning. It means that learners make progress by communicating in the target language

because interaction necessarily involves trying to understand and make their selves understood.

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

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Therefore, the principles for teaching speaking are very crucial for teacher. It is important to teacher to know how teacher should teach speaking subject in class. Through these principles, students are ready to communicate in the process of teaching and learning and to achieve the target language.

## 2. The Nature of Interest

### a. The Definition of Interest

Interest is needed in learning. In learning process, interest will influence the students to follow teaching and learning activities well. Learning process will be effective if the students are interested in the material. It is important because interest can support students' learning.

According to Izard and Ackerman, as quoted in Silvia, interest motivates exploration and learning, and guarantees the person's

engagement in the environment.[11]It means that interest will give the students motivation to learn. In other words, someone who likes an activity will give attention and strong desire to something.

Furthermore, Slameto in Zalyana, interest is a sense of more like and sense of interest of something or activities without people order.[12]If students are interested in a thing, they may give great attention to it. For example as the students are interested in learning English, they will give full attention, and participate in learning activities.

In addition, Schraw and Lehman in Schunk, interest refers to the liking and willful engagement in activity.[13]Interests can be implemented through active participation in one activity. If students are interested, they enjoy and pay attention to their study.

The function of interest in learning according to John Dewey in Silvia is to unify the person and the activity, and thus to stimulate thoughtfulness.[14]It is persisting tendency to pay attention to and enjoy some activities or content. As quoted in Sulaiman, Bruner[15] stated that the best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which learning has occured.

---

[11]Paul J. Silvia, *Exploring the Psychology of Interest* (Oxford: Oxford University Press, 2006), p.21.

[12]Zalyana, *Psikologi Pembelajaran Bahasa Arab* (Pekanbaru: Al Mujtahadah Press,2010), p.196.

[13]Dale H. Schunk, Paul R. Printrich and Judith L. Meece, *Motivation in Education: Theory, Research, and Applications* (New Jersey: Pearson Merrill Prentice Hall, 2010), p.210.

[14]Silvia, op.cit., p.68.

[15] Sulaiman Hasan H. Qashoa, "Motivation among Learners of English in Secondary Schools in the Eastern Coast of the UAE, *Dubai*" (A Dissertation, Institute of Education British University in Dubai UAE, 2006), p.58.

So, interest is one of the internal factors that influence students' learning. It has big influence in learning. The teacher has to improve the students learning especially in learning speaking English.

**b. The Types of Interest**

In learning, if the students are interested in the subject they will be motivated to follow the subject and will learn seriously. By having interest they will feel enthusiastic and enjoy the learning activities. Interest plays an important role in teaching and learning process. Therefore, interest is an important aspect of motivation that influences attention, learning, thinking and performance of the students. There are two types of interest, they are:[16]

1) Personal Interest

Personal interest is the individual's interest that a student brings to the classroom such as space exploration, which is based on a deep level of knowledge. As such, it develops slowly over time, is relatively stable, and has a powerful effect on student's learning and performance.

2) Situational Interest

Situational interest is results from some instructional activities or text materials used in the classroom that trigger an interest. This interest might be stimulated by interesting text, a science experiment, a computer simulation, or a learning activity that is relevant to

---

[16] M. Kay Alderman, *Motivation for Achievement: Possibilities for Teaching and Learning* (New Jersey: Lawrence Erlbaum Associates, 2004), p. 241.

students' lives. It may or may not have long-term effects on learning. Situational interests may trigger the student's interest in a topic or activity leading to personal interest.

Therefore, according to Bergin, Hidi, and Mitchell in Alderman, Situational interest is asserted to be more important for the classroom because teachers have more control over this than on the personal interest students bring with them.

So, there are two types of interest, first is personal interest that refers to specific activity or topic. For example: particular interest in sports, science, music, dance, and computers. Second is situational interest that refers to a topic. To trigger the students' interest in a topic or activity, it can be increased by the use of interesting texts, media, persentations, and the like.

c. **Promoting Interest in the Classroom**

There are 6 strategies that can be used by the teacher to create students' interest.[17] Here they are:

1) Use original source materials

These materials often have interesting content or details that get left out of more generic texts and can help spark situational interest.

2) Model your own enthusiasm and interest for the content

By modeling interest in the material, the teacher can communicate that the content is interesting.

---

[17]Schunk, Printrich, Meece op.cit., p. 220.

3) Create surprise and disequilibrium in the classroom

Creating surprise by presenting material that goes against expectations or prior knowledge can create cognitive disequilibrium on the part of students.

4) Use variety and novelty

It is useful to have a variety of activities throughout the week, month, and school year. In addition, the introduction of novel ideas, content, task, and activities may facilitate situational interest.

5) Provide some choice of topics based on personal interest

In this case, the focus is on building on individual's personal interest in a particular topic.

6) Build on and integrate students' personal interest in designing lessons

When teachers connect the lesson content to personal interests or common interests of the students, it can facilitate attention and situational interest.

Through these strategies it will give the students' interest in learning process. Students do not feel bored with material and technique used by teacher.

## 3. The Nature of Game

### a. The Definition of Game

According to Haldfield in Tuan and Doan, a game is an activity with rules, a goal and an element of fun.[18] Similarly, Byrne in Deesri gave the definition to game as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the langauge in the course of the game.[19] Likewise, Greenall in Tuan and Doan the term game is used whenever there is an element of competition between individual students or teams in a language activity."[20] When appears an element of competition, all above rules are most needed. Moreover, Richards, Platt, and Platt in Tuan defined a game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language.[21]

Therefore, the main focus of using game in class is to help students learn and have fun. Game involves many factors: rules, competition, relaxation, and learning in particular. In playing game, competition is very important because it can stimulate and encourage

---

[18]Luu Trong Tuan and Nguyen Thi Minh Doan., "Teaching English Grammar through Games." *Journal of Studies in Literature and Language*, no. 7 (2010), p,67.
http://usir.salford.ac.uk/28516/1/AEFLJ2013_-_HJarticle.pdf (Accessed April 13, 2013).
[19]Angkana Deesri., "Games in the ESL and EFl Class." *Journal of the Internet TESL Journal* no.9 (2002)
http://iteslj.org/Techniques/Deesri-Games.html.
[20]Tuan, Doan loc. cit.
[21]Luu Trong Tuan., "Vocabulary Recollection through Game." *Journal of Theory and Practice in Language Studies* 259, no. 2 (2012)

students to participate in the activity since naturally they want to beat the other teams.

**b. The Advantages of Game**

There are many experts that explain the advantages of game. First, according to Wright, Betteridge and Buckby quoted in Tuan and Doan "game helps and encourages many learners to sustain their interest and work." Game helps the teacher to create contexts in which the language is useful and meaningful. Second, game motivates learners, Harmer in Tuan and Doan asserts that "motivation is some kind of internal drive that encourages somebody to pursue a course of action. The motivation students bring to class is the biggest factor affecting their success."[22]

Third, Hansen in Tuan and Doan also, states "game is highly motivating and entertaining, and they can give shy learners more opportunity to express their opinions and feelings."[23] Game is highly motivating since they are amusing, interesting and at the same time challenging. The activities in a game get all the students to move around, activate their mental capacities and stimulate neural networks, thus motivating learners in learning and retention.

Then, Mei said that game can encourage active learning, as well as collaboration and interactivity. Interactive learning techniques also hold memory, performance and social benefits. According to I-Jung, the

---

[22]Tuan, Doan, op.citp.70.
[23]Ibid.

benefits of using game in language-learning include that game is learner centered, encourages creative and spontaneous use of language and foster participatory attitudes of the learners.[24]

Moreover, Zdybiewska in Tuan and Doan, game is a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future exercises that practice and utilize the new language have been completed, game can then be introduced as yet another means for enabling greater comprehension."[25] In addition, Lee in Tuan and Doan, game can involve all the basic language skills, i.e., listening, speaking, reading, and writing and a number of skills are often involved in the same game. Finally, Wierus quoted in Tuan and Doan, relaxed atmosphere which is created by using games, students remember things faster and better.[26]

Based on the definition of experts, game has a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct forms. Game encourages learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Game also encourages learners to keep being interested in the work and a teacher can use them to create contexts in which the language is useful.

---

[24]Amal, Alqaanuni. "Using Games in the Second or Foreign Language Classroom,"(2012).
[25]Tuan, Doan op. cit., p.72.
[26]Ibid., p.71

## 4. The Nature of Adverb Charade

### a. The Definition of Adverb Charade

Adverb is an important aspect of language and writing.[27]Adverb is words that modify or describe verb. Adverbs modify or limit the action (verb) that is taking place in a sentence; adverbs provide more specific information about how that action is being carried out. For example, *eating* is an action everyone can visualize. But the action of eating can be carried out in many different ways. Eating *swiftly* creates a very different visual image than the image you get of someone eating *thoughtfully* or *noisily* or *greedily.* Each of those adverbs modifies the verb eating in a different way.[28]

According to Dana S Nau, Charade is a game of pantomimes: you have to "act out" a phrase without speaking, while the other members of your team try to guess what the phrase is.[29] Charade is a word guessing game. It is an acting game in which one player acts out a word or phrase, often by miming similar-sounding words, and the other players guess the word or phrase.[30] Charade is a great game for all ages. This game works best with adverbs that describe an action, not a time or place.[31]

Furthermore, charade is one of the guessing games besides Twenty Questions game, Taboo and Pictionary.[32] A guessing game has

---

[27]Marie Jenkins, "Creative Ways to Teach Adverbs."
[28]Gari Hopkins, "Verb-Adverb Charade."
[29]Dana S Nau, "Rules for the Games of Charade," March 12, 2000.
[30]http://en.wikipedia.org/wiki/Charades, retrieved April 13, 2013
[31]Sebastian Malisa, "Games to Play with Adverb."
[32]Wikipedia, loc.cit

as its core a piece of information that one player knows, and the object is to coerce others into guessing that piece of information without actually divulging it in text or spoken word.

**b. The Procedures of Adverb Charade Game**

According to Friederike Klippel, the procedures of Adverb Charade are:[33]

1. The pieces of paper are distributed, each student receives two. On one piece of paper he writes a simple action, e.g. eating banana, knitting, reading a paper; on the other an adverb, e.g. angrily, badly, cautiously, etc. All the pieces of paper are put in two piles face down.

2. Each student teams up with a partner. The first pair of students comes to the front of the class. One draws a piece of paper from the action pile, the other from the adverb pile. Both mime their action in the manner described by the adverb. The rest of the class guess.

Then, Patrick decided the procedures of Adverb Charade Game in the following items:[34]

a. The teacher writes a different sentence containing an adverb on various slips of paper.

b. The teacher divides the class into two teams.

c. The teacher asks first player or student to draw a slip of paper and act out the sentence for his team.

d. The teacher gives the student two minutes to act.

---

[33]Friederike Klippel. *Keep Talking*.(Cambridge: Press Syndicate of the university of Cambridge,1984),p.116.
[34]Sarah Patrick, "Adverb Classroom Games".

e. The teacher gives a point to the team that guessed the adverb first.

f. The teacher asks the team to guess the adverb, no points are gained.

g. The teacher decides the team with the most points at the end of the time wins.

5. **The Relationship between Adverb Charade Game and Speaking Interest**

According to Thiagarajan, Wright, Betteridge and Buckby in Tuan and Doan, game adds interest to what students might not find interesting.[35] Moreover, Rama et al stated that the use of language game, students can interact with one another better and can improve in their oral communication skills so as to communicate their ideas effectively to others.[36]

In addition, Haldfield in Tuan and Doan further emphasizes the effective use of game. He said that game is used suitably in the way in which learners are led to participate in the game so that learners can have a chance to practice or use the new language items they have just learnt eagerly and willingly instead of forcing them to do the tasks unwillingly.[37] It is more effective in a way that students can play and learn at the same time.

Furthermore, game is effective because they provide motivation, lower students' stress, and give them the opportunity for real communication. Game can help lower their anxiety, make them feel

---

[35]Tuan,Doan, op.cit., p.70.
[36]Josephine Rama., " Using Games in English Language Learning. (Accessed March, 2013)
[37]Tuan,Doan, op.cit., p.67

comfortable, and want to learn more. It is believed that when students play game, they relax and have fun. Since students know that they are playing game and want to communicate efficiently they do not worry about making mistakes and do not try to correct themselves in every single sentence. When students are free from worry and stress, they can improve their fluency and natural speaking styles.[38] Finally, Ersoz holds that game is highly appreciated thanks to their amusement and interest.[39] Based on the explanations above, the writer concludes that Adverb charade game can increase students' speaking interest in learning English.

## B. Relevant Research

This research has relevance with other researches. A research from Schippers et al, they conducted the research entitled "Playing Charades in the fMRI: Are Mirror and/or Mentalizing Areas Involved in Gestural Communication?" In this research they used game of Charades in neuro imaging research as a motivating social game to study gestural communication. This provides a new tool to study the involvement of putative mirror neuron system (pMNS) in a genuinely communicational context. These findings are in accordance with the idea that gestural communication could build upon a pMNS for goal-directed hand actions. The pMNS could create a simulated first person perspective of the gestures through a combination of forward and reverse models in the somatosensory and motor domain. This simulation could

---

[38]Dessri, loc.cit.,
[39]Nguyen Thin Thanh Huyen and Khuat Thi Thu Nga., "Learning Vocabulary through Games: The Effectiveness of Learning Vocabulary through Games,"

then provide additional information for associating the vision of gestures to their meaning.

One of mimes is Adverb Charade.[40] Maria Yasinta Datu conducted the research entitled "Using Mime Action to Improve Vocabulary Mastery of the Third Grade Students of Marsudirini Elementary School at Perawang Siak Regency."She conducted this research in action research group. The finding of the research indicated that using mime action was successful in improving the students' vocabulary mastery. The writer found significant improvement, where the score of students in pre test was different from their post test. Factor causes the improvements are: first, the use of method mime action is very suitable with the topic. Second, to experience of students and to do movement alone based on the sentence with the give from the other group. The last, the teacher gives always repeat of vocabulary have been taught, opportunity for expression, give reinforcement such as verbal or non verbal and giving reward.[41]

The first research above, it has similarity in using Charade technique. In that research, the researcher used Charade technique to study the involvement of putative mirror neuron system (pMNS) in a genuinely communicational context. While in the second research above is about using mime action to improve vocabulary mastery. Based on the two relevant researches above, the writer conducted a research entitled "The Effect of Using Adverb Charade

---

[40]Klippel, op.cit., p.115

[41]MariaYasinta Datu, "Using Mime Action to Improve Vocabulary Mastery of the Third Grade Students of Marsudirini Elementary School at Perawang Siak Regency, Pekanbaru" (S1 Thesis, State University of Riau, 2011), p.40.

Game toward Speaking Interest of the Second Year Students at SMP Negeri 20

Pekanbaru" because it has never been investigated by any previous researchers.

## C. Operational Concept

Operational concept is necessary to clarify briefly the variables used in this research. There were two variables of this research, independent or X variable in this research is Adverb Charade Game, and dependent or Y variable in this research is speaking interest. There are some factors to be operated which are described in operational concept.

1. The Procedures of Using Adverb Charade Game are:[42]

   a. The teacher writes a different sentence containing an adverb on various slips of paper.

   b. The teacher divides the class into two teams.

   c. The teacher asks first player or student to draw a slip of paper and act out the sentence for his team.

   d. The teacher gives the student two minutes to act.

   e. The teacher gives a point to the team that guessed the adverb first.

   f. The teacher asks the team to guess the adverb, no points are gained.

   g. The teacher decides the team with the most points at the end of the time wins.

---

[42]Patrick. Loc. cit

2. The indicators of interest are:

   a. Personal Interest:[43]

     1) The students prefer to speak English with friends

     2) The students like English

     3) The students enjoy to speak English

     4) The students make English important for them

   b. Situational Interest:[44]

     1) The students are interested in using a number of different texts and sources in their class.

     2) The students are interested by modeling in the material

     3) The students are interested if teacher creates surprise by presenting material

     4) The students are interested if teacher uses variety and novelty in teaching English

     5) The students are interested if teacher provides some choices of topics based on personal interest

     6) The students are interested if teacher connects the lesson content to personal interest or common interest of the students.

---

[43]Schunk,Printrich,Meece op.cit., p.212
[44]Ibid., p. 220

**D. Assumption and Hypothesis**

1. **Assumption**

   In this research, the writer assumes that using Adverb Charade Game of the second year students at SMP Negeri 20 Pekanbaru can increase the students' speaking interest.

2. **Hypothesis**

   a. $H_0$  =  There is no significant difference between using and without using Adverb Charade Game on the speaking interest of the second year students at SMP Negeri 20 Pekanbaru.

   b. $H_a$  =  There is a significant difference between using and without using Adverb Charade Game on the speaking interest of the second year students at SMP Negeri 20 Pekanbaru.