

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, there are some points of research theory that taken from related literature. Those points include the nature of speaking, games in EFL classroom, guessing game, and previous studies.

2.1. The Nature of Speaking

Speaking skill is prominent skill in communication. Though in language teaching there are four skills that related each other as the medium to communicate, spoken language is the most frequently used in our daily life. When we want to communicate with other people and convey our thought, we will automatically convey it directly by speaking and producing speech or spoken language, whether it is formal or informally. Because of that, the ability to speak and use the language in a conversation becomes the most important skill that want to be mastered for most EFL learners (Nunan, 1991:39). Considering that reason, the requirement of developing students' speaking skill should be explored more. Teachers should give more chance and exposure to the students to use the target language, so that they can develop their ability in speaking and communicating using that foreign language.

The definition of speaking skill is already explained by many language professionals. According to Arsjad & Mukti (1988, cited in Ulviana, 2011) stated, "Speaking skill is the ability to produce sound's articulation and to produce words, to express, to state, and to deliver thought, ideas and feeling". The similar

statement is also come out from Iskandarwassid & Sunendar (2011: 241) who mentioned that the essence of speaking skill is the ability to produce sound articulation in order to convey desire, feeling, and thought to other people. In mastering speaking skill of other language, the speaker has to concern both of things that represent 'what is to be delivered' and 'how to deliver'. Yet, Brown (2000: 267) stressed that the successful learner in speaking is carrying on a conversation between people using the language. Based on the statements above, the researcher infers that speaking skill is the ability to produce sounds, arrange words in language order to convey the speaker's thought idea, feeling and message.

There is another consideration that has to be account in producing spoken language. In speaking, there is also the knowledge of language in use (grammar, vocabulary, the precise form based on the function), and the ability to deliver the message (Ghazali, 2010:249). So, the speaker of a language should be able to convey their message within the right order of language form. According to some language experts, there are kinds of language aspects that cannot be separated in speaking, such as: pronunciation, accuracy, fluency, and comprehension. It can be concluded that teacher should consider any aspects that relates to speaking ability to be developed and taught to the students. Not only fluency, students should be trained to use the language accurately.

It is known that speaking is needed for communication. In order to train EFL learner to be able to produce spoken language, speaking becomes one of the aspects that taught in EFL classroom. There are various techniques and activities

have been implemented in language curriculum in schools. Moreover, in recent curriculum in many schools in Indonesia, language skills, especially speaking skill is taught in integrative way with other aspects of language such as writing, reading, and listening. In addition, the English material is also designed as close as possible to the learners' environment in order to make students get the knowledge and skill easier.

However, the difficulties of speaking are always met by EFL learners. The reason behind it is found to be varied. At least, there are three reasons that make students difficult to speak according to Skeffington (2004), those are: peer pressure, lack of motivation, and lack of support. Furthermore, Beare (2007) listed some reasons that make students hesitant and feel timid to speak in language classroom, those are:

1. Students are worried to others' opinion about their speaking or idea.
2. Students have less motivation to speak.
3. Students do not know what has to be said.
4. Students are not sure they can deliver the exact form of what they have in mind.
5. Students tend to deliver their opinion as similar manner as in their native language.
6. Students often focus on form and structure, especially when they do not involve in what they are talking about.

7. Students with less motivation in speaking will be more affected by their friends who actively speak up, but the effect leads to negative effect. They will become more timid and afraid to speak.

In order to reduce those students' obstacles in speaking, there should be appropriate techniques and methods implemented by the teacher to support and help students to cope their problem. The methodology used should cover students' problem that relates to language form as the nature of language input and also language use in communication. The development of language teaching then brings an approach that involves both the importance of accuracy and fluency that is commonly known as Communicative Language Teaching (CLT). CLT is defined as an approach in language teaching that focuses on achieving students' communicative competence (Richards, 1992, in Kimhachandra, 2010).

A teacher may employ many kinds of communicative activities that is proposed and suitable with CLT in the classroom. By designing communicative activities, it is expected that teacher can help students to use the target language and can communicate well. The communicative activities also bring some positive contributions to the learner as Littlewood (1981:17) summarized, such as: provide 'whole-task practice', improve motivation, allow natural learning, and create a context which supports learning process.

It can be concluded that communicative activities that are proposed from CLT can be very useful to help students achieve their goal in speaking by giving students the opportunity and exposure to speak as much as possible. It also can reduce the anxiety of students in speaking foreign language because students will

learn to speak within authentic context and material. Therefore, the researcher employs this approach as the reference to conduct a kind of teaching speaking strategy in a language classroom.

2.2. Descriptive Text

Recent English language teaching in Indonesia uses kinds of genre text with themes or topics to teach English to the students. It is used to teach all language skills, both receptive and productive skills. In Junior High School, descriptive text is one of a genre text that commonly used as a material that given to the students.

According to Depdiknas (2004), descriptive text is a text that aims to describe a particular person, place, or thing. This text gives detailed description like physical feature, appearances, or characteristics of something (Ashera, 2013). In other words, descriptive text refers to specific description of particular things (that can be person, place, or thing).

This kind of text can be found in English book for the seventh year students in Junior High School. Though, it is not given as a whole text which has generic structure, students will be expected to learn how to describe things around them using appropriate expression and language. The seven year students might not be taught about specific generic structure, but students will automatically learn what descriptive text is about and what it is for. It is expected to help students learn about the language by introducing language use through text. It is also beneficial to develop students productive skill, not only writing, but also speaking because a text is not defined as a written text only but a text is both a spoken and written text that is meaningful. A text is not confined to a composition of sentences in several

paragraphs, but it can be in form of a word, a phrase, or a sentence. So, descriptive text, in this case, is defined as a spoken text which means students will learn how to describe particular things (people, animals, and things around) orally.

2.3. Games in EFL classroom

Designing game as language classroom activities become popular in language teaching nowadays. Many language professionals suggested games as teaching method in classroom context. According to Hadfield (1998 in Khasanah, 2013), “game is an activity with rules, a goal, and an element of fun”. The other definition of game also came from Rixon (1981) who stated that in a game, the participant cooperate and compete each other within a set of rules in order to get their goal to become the winner. Based on the definition above, the researcher infers that game is an activity that brings fun to the player who competing each other to reach their goals.

According to Wright (2006 in Ulviana, 2011), game is defined as an activity that can entertain the learners and make them more engage in the learning activity as they interacts each other while playing the game. A teacher can employ kinds of language game into their class so that students can learn in enjoyable and relaxed atmosphere. Games can provide amusement and entertainment to the learners who competes each other within set of rules. Besides, in playing games, students will be motivated in producing and build the communication, because students will involved in process of communication which include thinking, emotional, and communicators instead of just receiving knowledge (Zhu, 2012).

Therefore, implementing language games in a classroom context will make

students learn and engage more toward the subject. As the consequences, students will communicate more because of the games.

A number of advantages in implementing games to language teaching context bring the development in pedagogy. At least, there are eight types of language games that can be employed by language teacher as proposed by many experts from different sources (Zhu, 2012) as described below.

1. Guessing Games

This kind of games is useful for building students' critical thinking and practicing the language use. This game has a basic role that is the participant guess something (can be word, object, or many other things) that other participant's is thinking of.

2. Picture Games

Picture games can be modified in various types and rules, such as finding the differences and similarities between some pictures, describing to identify picture, find the relevance of some pictures to make story, etc.

3. Sound Games

These kinds of games provide sound as the stimulus to provoke students in developing their listening and speaking skill. It is expected that students can express their thought and idea toward the sounds given.

4. Mime

Mime is the variation of guessing game that emphasizes the use of gesture, and facial expression as the clues. One side will do the mime and the other side will find out what the person thinking of by observing their gesture.

5. Fact-finding Games

This activity deals with general knowledge to practice the language use.

6. Debates

This activity brings a topic that will be explored and discussed by the participant. They will express their idea and thought with the evidence as the supporting points of their argument. The main goal of this game is to encourage and improve students' ability to speak.

7. Jigsaw Games

Jigsaw games focus more on the co-operative of the learners because they should work together in order to achieve the goal.

8. Role Plays

Role plays can be very useful in improving students' oral performance as they will involve their selves into kind of short scenes or stories.

From the various types of language games, the researcher prefers to employ guessing game as the tool to provoke students' motivation in speaking and expressing their ideas. This kind of games will also suitable for their material, level, and interest. The further explanation of guessing game and the implementation in teaching speaking will be explored in the next sub-chapter.

2.4. Guessing Game

Guessing game is a kind of game that can be supported as the medium to teach language. According to Webster (1986:108, in Bimantara, 2012), guessing game is a game in which the participants whether individually or in a team compete to identify something that indicates indistinctly. The basic rule of this

game is very simple, one person knows something and the other participant have to find out what it is (Klippel, 1994). In addition, Hadfield (1987: 4) states that guessing game is a familiar game on language principle. The player who knows the information will withholds it, and the others will guess what it might be.

There are some evidences of the implementation of guessing game in EFL classroom context. Yet, there are many variations of this kind of game. The best known examples from the source (Tuan, 2010) is guessing game with 20 questions in which one person thinks of an object (person, place, or thing) and the other participants will ask 20 Yes/No questions to find clues and guess what the person is thinking of. The other types of guessing game proposed by Lee (cited in Fahmi, 2010) mentioned as follow:

a. Guess what is it? Is it...?

The students will think of an object, and the other students will ask the questions related to the object the person is thinking of. Then, they will guess it. This activity can be played in pairs or groups.

b. Guess who am I? What is my name?

The student will pretend as somebody else who familiar, and tell the clues by describing the characteristics. Then, other students will guess who it might be.

c. Guess what is there in my bag today?

The alternative form of guessing game is to guess what is inside someone's bag. The students will guess it one by one, and the owner of the bag will clarify it.

d. Guess where is it?

A thing like coin or ring will be hidden, and the students will try to guess where it is by asking questions like: 'is it behind the desk?' or 'is it inside the room?'

Those kinds of guessing game aim to improve students' ability to use the language in meaningful context. The students will also be trained to make critical thinking and expressing their thought when they try to guess the object. That's why this kind of game can be very useful to help students to learn and communicate in language classroom. It is also expected to improve students' motivation and active participation in speaking.

2.5. Previous Studies

In reporting this study, the researcher brings some previous studies that have similar point with this study. The researcher review and adapt the previous study entitle *Using Guessing Game to Improve Students' Writing Ability in Writing Descriptive Text (A Classroom Action Research at SMPN 11 Malang for Grade VIII in the Academic Year of 2014/2015* written by Wijayanti (2015) from Universitas Brawijaya. This research highlighted that the use of guessing game is suitable for improving students' writing skill, especially in writing descriptive text. The similarities between this previous study and the present study is in the research design, that is classroom action research in which the researcher implements kind of teaching method in classroom context to improve students' proficiency in English.

However, this study also has some points that differ from the previous study as the further and newer research. First, is on the aim or goal that expected to be achieved after implementing the used method. The previous study intended to improve students' writing skill, especially in writing descriptive text. While the present study focus on improving students' speaking skill, especially in describing things. Another difference is on the subject of the study, in which the previous study employed the teaching method to eight graders of junior high school in Malang, while this study employs the teaching method to seventh year of junior high school in Singosari, Malang.

Another previous study with has similar object entitled *The Implementation of "WHO AM I" Game to Teach Speaking Descriptive Text to the Seventh Graders of SMPN 3 Krian* which is written by Bimantara (2012) also becomes one of the main reference in writing this study. The result of this previous study shows the development of students' speaking performance by playing a kind of guessing game, that is "WHO AM I" game. In addition, the result of the questionnaire proved that the game successfully help students to improve their motivation and participation in speaking descriptive.

The present study and the second previous study have similar research object that becomes the point of the study that is the use of guessing game in improving students' speaking ability, especially in descriptive text. While the difference between this previous study and the present study is on the research design. The previous study used descriptive qualitative approach, which means

the researcher, did not take a part in the teaching and learning process. While this study uses a classroom action research to get the data results.

