

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer will presents the theory of nature of speaking, assessment of speaking skill, teaching speaking, teaching speaking in vocational high school, descriptive text, hot seat game and previous study.

2.1 Nature of Speaking

Speaking is a skill of transferring the idea to others in spoken language. It concerns with the use of language in daily activity in which people need to communicate with others to fulfill the need of socialization. According to Brown (2001, p.267) “Speaking is an interactive process of constructing meaning involving producing, receiving, and processing information”. In other word, speaking is an activity of delivering message, it occurs between speaker and listener orally. Richards and Renandya (2002, p.204) states that “Effective oral communication requires the ability to use the language appropriately in social interactions that not only verbal communication but also paralinguistic elements of speech such as pitch, stress and intonation”. Thus, speaking involves interaction that is used as the key to teach language for communication.

Moreover, speaking is the way how to convey information and interact with social. According to Rachmawati & Purwati (2013, p.1) “Speaking means one skill must be mastered by everyone who learns English because with those skills they are able to communicate with others and gain much more information and knowledge”. In other words, the learners have to produce the words when doing the speaking activity. From the statement above, speaking requires that learners not

only know how to produce grammar, pronunciation or vocabulary, but also the learners understand when, why and in what ways to produce language.

From the statement above, speaking is one of the important roles in communication to do everything especially in learning process. It can be concluded that speaking is an ability to express ideas, feelings and emotion to other people. In other words, speaking is an important aspect in communication thoughts in spoken language.

2.2 Assessment of Speaking Skills

Students must practice to speak English as often as possible so they are able to speak English fluently and accurately, and students need to acquire some speaking aspects to have a good speaking skill. According to Brown (2004, p.4) "Assessment is an ongoing process that encompasses a much wider domain". There are some types of speaking assessment that should be learning in English such as:

2.2.1 Micro Skills of Speaking

Richard in Brown (2001, p.271) suggest a list of micro skills for oral communication, such as:

- a. Produce chunks of language of different lengths.
- b. Orally produce different among the English phonemes and allophonic variants.
- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d. Produce reduced forms of words and phrases.

- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- h. Use grammatical word phrases (noun and verbs), systems (tense and agreement), word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituents-in approach phrases, pause groups, breath groups, and sentences.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.
- l. Accomplish appropriately communicative functions according to situations, participants, and goals.
- m. Use appropriate registers, implicate, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- n. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- o. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- p. Develop and use a battery of speaking strategies, such as,emphasizing key words, appealing for help, and accurately assessing how well your interlocutor is understand you.

2.2.2 Criteria of good speaking

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As suggest by Brown (2001, p.168) such as:

a. Grammar

Grammar is needed by the students to arrange a correct sentence in conversation. In grammar, requires speakers and listeners to make good conversations. But many students are still confused in composing grammar in English that is why students have to learn more on grammar so they can produce the right sentences. Fromkin and Rodman (1998) states that “Grammar is the sound and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences”.

b. Vocabulary

Vocabulary is an important part to master English well. To be able to master the English language, students need to express their ideas appropriately. In other words, students are required to improve their speaking and make sure skills when they have a conversation session they says the correct and clear vocabulary. Folse (2004) states that “Vocabulary is single word, set phrases, variable phrases, phrasal verb and idiom”.

c. Fluency

According to Riddel (2001) “Fluency is the ability to talk freely without too much stopping or hesitating”. Fluency is powerful and effective language, the meaning is the ability of students to understand the material

of speaking itself. Teachers can see students' understanding of the concepts of speech and students' proficiency in pronunciation of vocabulary.

d. Comprehension

Comprehension is the ability to understanding and interpretation something like when speaker starts the conversation, speaker will convey the idea of conversation and listener will easily understand the topic of conversation.

e. Pronunciation

Thornbury (2005) states that “Pronunciation refers to someone’s ability, to produce comprehensible utterances to fulfill the task requirements, i.e. production of individual sound, the appropriate linking of word, and the use of stress and intonation to convey the intended meaning. It means, students should be able to articulate the words and create the physical sounds that carry meaning. Pronunciation becomes important thing because it gives meaning to what is being said. If a student does not pronounce a word correctly, it can be very difficult to understand the utterances.

2.3 Teaching Speaking

Teaching is the concerted sharing of knowledge and experience, it means teaching is instruction or process to make someone do learning. According to Rohmah (2012, in Febryanti 2016, p.15) mentions “Traditional view of teaching might see teacher as a main source of information and their roles are mostly as informer, but in this changing world to promote joyful and meaningful learning teacher should play their different roles in a proper time.”

Based from the statement above, teaching speaking is the way the teacher in giving the instruction in order to communicate to the students. Through teaching speaking, students are expected to be able to express their feeling, communicate or interact with other, and also influence other. Teachers can use an appropriate method that suits with student's problem in order to help the teacher to improve students speaking skills.

2.4 The Teaching Speaking in Vocational High School

The teaching speaking in vocational high school is similar to teaching speaking in public high school. Vocational high school is a school which has special course such as medical course, printing course, accountant course, engineer course, beauty course, and the others. Based on the statement above, the English teacher of vocational high school should choose the appropriate topic and material which are suitable to the course of vocational high school students.

In order to increase students' knowledge and speaking skill, the English teacher of vocational high school should make an interesting activity in teaching and learning process, it can gain the students' attention and participation. When the students give their attention and participation, they can easily reach the aim of teaching and learning process. There are many kinds of teaching speaking activity in the classroom. Kayi (2006) states that there are some activities classes in learning process such as:

- a. Discussion

Discussion is the action or process of talking about something in order to reach a decision or to exchange ideas. In this activity, the student

will discuss about the material that the teacher has given to the team work. To students, group discussions in aim to encourage asking questions, paraphrase ideas, express support, check for clarification, and so on.

b. Role Play

Role play is the act of imitating the character and behavior of someone who is different, for example as a training exercise. It is the way of getting students to speak is role playing. For instance, students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

c. Simulation

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, students will explain how to draw a landscape so she or he will bring a drawing book, pencil, crayon, to make them easy in express the ideas.

d. Information Gap

Information gap is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. In this activity, students can work in pairs or large of group work. Students will share or collecting about the information each other. Also, each partner plays an important role because the task cannot be completed

if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk express the idea in the target language.

e. Brainstorming

Brainstorming is a process for generating creative ideas and solutions through intensive and freewheeling group discussion, every student is encouraged to think aloud and suggest as many ideas as possible. In this activity, the teacher can give a topic of discussion to students the aim to students to generate their ideas in a limit time. In this activity, students can do the brainstorming by themselves or work in groups. But, usually the teacher giving topic discussion on the individual so that students can more easily, quickly and freely to express the ideas.

f. Storytelling

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. In this activity, students will make a summary of a story that they heard from somebody beforehand. Or students create their own story to tell their classmate, for instance students can tell about the funny moment in their life. In this way, teacher not only improves students speaking ability, but also gets the attention of the class.

g. Interview

Interview is conversation between two people who be the interviewer and the interviewee where question are asked to obtain the

information. In this class activity, students can conduct interviews with various people.

Beforehand, the teacher gave the topic of interview to the 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. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After the interview, students can present the result of interview in front of class.

h. Story Completion

Story Completion is a teaching technique where students are asked to provide the conclusion to a number of incomplete stories provided by the teacher. In this activity is a very enjoyable, whole-class, free-speaking activity for which students sits in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on. This is a fun activity because in addition can speak randomly and spontaneous, students can also improve speaking skills.

i. Reporting

Reporting means collecting and presenting data so that it can be analyzed. Before coming to class, students are asked to read a newspaper or

magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

j. Playing Card

A playing card is a piece of specially prepared heavy paper, thin cardboard, plastic-coated paper, cotton-paper blend, or thin plastic, marked with distinguishing motifs and used as one of a set for playing card games. In this game, students should form groups of four. Each suit will represent a topic. For instance: (a) Diamonds: Earning money (b) Hearts: Love and relationships (c) Spades: An unforgettable memory (d) Clubs: Best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions as: (a) Is money important in your life? (b) Why? (c) What is the easiest way of earning money? (d) What do you think about lottery?

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

k. Picture Narrating

Picture is reading a story or telling a story with images. This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

l. Picture Describing

Picture describing is speaking activity that gives students a picture and they have to describe it. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

m. Find and Different

Find and different activity is giving two different pictures to the students. In 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.

2.4.1 Teaching Speaking by Using Games

Game is an activity that is entertaining, engaging, often challenging for learners play, learn, and interact with others within teaching and learning process. Game also defined as fun activities that promote interaction, thinking, learning, and problem solving strategies. Hadfield (1990, p.4) states that “A game is an activity with rules, a goal and element of fun”. Games are the effective way to increase

motivation, lower students' stress, and give language learners the opportunity for real communication. Game also encourages learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way.

Meanwhile, Robbinet (1980, in Febryanti 2016, p.219) states that "Games provide an excellent way in teaching speaking and they can be effective with adults as with children." It means, 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. Learners want to take part in activities to play games and are generally quite competitive. In order for them to take part they must be able to understand and communicate in the target language.

From the statement above, it can conclude that using games in classroom more interesting way to communicate with students. Not only get students attention about learning English, but also improve students speaking ability, more motivated, and also make students be more confident.

2.5 Descriptive text

Descriptive text is the text that the writer used during the implementation of hot seat game. The writer chooses descriptive text because this topic was taught by the students before. So they will be easy to understand the theme on hot seat game that the writer gave to them. Which is used to explain something like a particular place, certain person or thing from the physical condition. Description text it is aim to inform the readers about how something or someone looks like. Kane (2000) states that "Description is about sensory experience, how something looks, sounds, tastes". The characteristic features of a person, an animal or a particular thing become the focus of descriptive text. The point is that descriptive

text gives a description of something in particular in order to help the people perceive it through words.

2.5.1 The Structure of Descriptive Text

In descriptive text, it should consist of generic structure, such as: identification and description. Anderson and Anderson (2013, in Nadia p.9) state that “Features of a factual description have regarded as following generic structure of descriptive text”.

1. Identification

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

2. Description

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

2.6 Hot Seat Game

Hot seat game is a game in which the goal is describing object or the information. The aim of hot seat game is to improve students speaking skill in studying English to guess the picture. According to Flaherty & Newman (2012) “Hot seat creates a little fun in the classroom by turning questioning into a game”. Hot seat game is an interesting game that involves physical activity, it also requires good concentration. Styawan (2011, p.29) states that “Hot seat game is a very exciting game that involves physical movement and concentration”. This teaching technique can be used for all graders students.

Hot seat also creates a cohesive team in group work. It means, hot seat game is a game in group to guessing picture, which is where one of the members of the group assigned to guess the word and the other members assigned as the helper to guess the picture. Rachmawati & Purwati (2013, p.2) “Hot seat techniques was in line with those ways of organizing classroom activities because this technique was applied in group work. By using group work strategy to teach speaking English, it will motivate the students to speak English more because all of the students speak English too”. The aim of hot seat game is to create a good interaction between students in classroom. This game technique is teacher gives picture like animals, places, and famous people to students who are the volunteer who seats in front of class. When students are in the hot seat, they can not to see the picture and must listen to their team-mates and tries to guess the picture from the clues they are given.

Conducting the hot seat games in teaching speaking could help the students be more active in speaking English because this techniques will make the students have a deep understanding with English material and can improve their speaking

skills. And also hot seat game makes the students become interested in mastery of speaking because this game makes students feel happy, fun and not boring in teaching and learning process, this game not only good to improve speaking ability, but also effectively for the students to build their vocabulary more be active because they are trying to guess the picture when they are playing.

2.6.1 Steps of Hot Seat Game

According to Rachmawati & Purwati (2013, p.2-3) there are five steps in playing hot seat game, the steps such as:

1. First, the teacher splits the class into different teams and asks the students to make a circle and sit face the board.
2. Then take an empty chair - one for each team - and put it at the front of each group, facing the team members. These chairs are the 'hot seats'".
3. Then get one member from each team to come up an it in that chair, so they are facing their team-mates and have their back to the board.
4. Next, the teacher writes the words and glues the pictures clearly on the board. The student in the hot seat listens to their team mates and tries to guess the words or the pictures. The first hot seat student to say the word wins a point for their team.
5. Then change the students over, with a new member of each team taking their place in their team's hot seat.

Based from the statement above, the writer intends to conduct the hot seat game in classroom speaking activities in five steps, such as:

1. First, the writer prepare about the material in describing people, place, and things.

2. Second, the writer takes an empty chair in front of class.
3. Third, the writer splits the students into group, each group has five students.
4. Fourth, every student in each group has to come in front of class. Then, every member has to explain and describe about the picture and giving a clue to the students who are pioneer in hot seat.
5. Fifth, the writer writes the students name and check their speaking skill by using scoring rubric.

2.6.2 The Advantages of Hot Seat Game

There are advantages of hot seat game in teaching and learning process. According to Borich (2004, in Elnada, 2015) mentions some benefits of hot seat, as follow:

- a. It helps other people know about the character.
- b. It creates interest and it motivates participation in a class.
- c. It encourages students to express their thoughts or ideas as well as to help them clarify their thoughts or ideas.
- d. It helps to evaluate, diagnose, and check students' preparation and understanding of the material as well as the students into the class knowledge.

2.7 The Previous Study

There are several previous studies in hot seat game that had been conducted by some writer. But the writer used two studies in her study. The first thesis by Rachmawati & Purwati (English Education Department, Language and Art Faculty, Surabaya State University, 2015) entitled "The Implementation of Hot Seat

Technique as a Teaching Technique to Teach Spoken Descriptive Text to the Seventh Graders”. This study was aimed to improve students in spoken English in SMP 1 Menganti of seventh grade students through hot seat. There were similarities and differences between this study and present study.

The similarities came when both of the writers deal with material of descriptive text. These previous studies also implement hot seat game. The other similarities were both writers focused on speaking improvement and the students’ participation during the implementation of hot seat. Meanwhile, the differences also appeared between Rahmawati & Purwati’s study and the previous study. Rahmawati & Purwati used descriptive qualitative as a research design, meanwhile the previous study used classroom action research. And then Rahmawati and Purwati study only used interview, observation checklist, and test as the instruments whereas, the previous study also used questionnaire and field note to collect the data.

The second study was conducted by Anwar Hafid Styawan (English and Educational Departement, State Islamic Studies Institute (STAIN) of Salatiga) entitled “The Use of Hot Seat Game to Improve Students’ Vocabulary Mastery of the First Grade of Sekolah Menengah Pertama Negeri (SMP N) 2 Suruh 2010/2011”. The classroom action research with cycle model was applied in this study. It was intended to improve the first grade students’ vocabulary mastery at Sekolah Menengan Pertama (SMP N) 2 Suruh in the academic year 2010/2011.

Based the result of study, the implementation of hot seat game could improve students’ vocabulary mastery also students showed their positive attitudes toward the employment hot seat. The similarity came when both of the writers

employed hot seat game. Then, the other similarity was both of the writers conducted classroom action research as the research design with the interview guideline, scoring rubric, observation checklist, field notes, and questionnaire as the instruments. The differences between Styawan's study and the present study are, he focused on vocabulary mastery. Meanwhile, the present study focused on students' speaking improvement and also students' participation during the implementation of hot seat. The last, Styawan only used vocabulary as the material while this present study used descriptive text as the material.