CHAPTER II

THEORETICAL REVIEW

A. Speaking

1. Definition of Speaking

There are many definitions of speaking that have been proposed by some experts. Speaking is a productive language skill (Siahaan, 2008:95). It means that speaking is a person’s skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. Furthermore, speaking is the use of language to communicate with other (Fulcher, 2003:23). It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

According to (Bailey, 2000:25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.

From those theories, it can be concluded that speaking skill is related to communication. Speaking is a skill to use a language
appropriately to express someone’s idea, opinions, or feelings in order to give or get information and knowledge from other people who do communication.

2. The Aims of Speaking

The main purpose of speaking is to communicate. Speaking is an important tool to communicate or to deliver mind things about what the speaker will be said with their society. That is why, speaking is very important. Basically, there are three important aims of speaking (Tarigan, 2008: 30-36) namely:

a. To inform

To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose (Tarigan, 2008:30). In this case, the speaker just want to inform about a fact.

b. To entertain

To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarily based on their entertainment value (Tarigan, 2008:32). For example when the teacher told about story to the students, the parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by the listeners.
c. To persuade

To persuade means that the speaker tries to confirm the hearer to do something in certain activity (Tarigan, 2008:35). The teacher has to make a good teaching to the students by giving them example in delivering material. From the example, the students can be understand the mindset the lesson and be active to join the lesson. The activities need the actions to make the listener interested to perform the actions in which the speaker wants.

d. To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning (Tarigan, 2008:36). Discussion activity is believed to get more attention from the students because they have to solve a problem from the task which is given by the teacher.

From the statements before, it can be concluded that through speaking, somebody can inform their feeling and knows somebody’s feeling from ask him in their communication and make some decisions.

3. The Aspects of Speaking

In speaking, there are some aspects that must be fulfilled by the learners. It can be used as a measurement whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary and
pronunciation. The description is as follows according to Brown (2001 : 406-407) :

a. Fluency

It refers to one’s ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

b. Comprehension

Comprehension is a students competence to comprehend all of the speaker says to them.

c. Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word so the speaker also easily to speak English well.

d. Vocabulary

Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in or mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

e. Pronunciation

Based on the definition, pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.
4. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 271-274) states there are five classroom speaking activities. They are acting from script, communication games, discussion, problem solving, , and role play.

a. Acting from a Script

In this type of speaking the teacher asks the students to perform a play based on their coursebooks or their dialogues they have written themselves. In the other words, teacher must help the students to go through the scripts as if he was teather directors.

b. Communication Games

A game is one of activities that can help students relaxed in learning the language. Games are very appropriate teaching technique in young learner. Speaking activities based in games are often a useful way of giving students valuable practice. Games based activities can involve oral strategies such as of oral describing, predicting, and asking for feedback.

In this research, one of the communicative games that is chain story game will be used in teaching speaking.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. A discussion can be held for various reasons. The students
may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

d. Problem Solving

Problem solving is done by getting the students to work in pairs or groups. They share their problems, opinion and feeling. In this case the teacher as the bridge to communicate among the participants.

Then, the students give a question and answer each other. This communication will help the students to practice and expressing their ideas in spoken language.

e. Simulation and Role Play

Simulation and Role play can be used to encourage general oral fluency, or to train students for specific situation. Simulation and Role Play are a popular activity in conversation or speaking group in which a group have to practice and try to carry out simulation as them or take the role of completely different character and express thoughts and feelings as they doing in the real world. Role play is an excellent way to stimulate real communication that is relevant to experiences outside the classroom.
5. Teaching Speaking

Learning English as a foreign language is different thing to do for the most Indonesian students, because it cannot be learnt naturally as their mother tongue. Usually learning another language means learning the dictionary, grammar and the sound of system in that language. Focusing on language form is important in foreign language learning, but developing the ability to the real communication in English is the main goals of an English language course. At the end of a course, the learners should be able to communicate effectively in English in or outside the classroom for study, works or leisure.

Teaching speaking is not easy, because English is not a native language in Indonesia. Basically people have many difficulties to learn it. It is caused that their environments do not speak English. People only speak in English when the time of lesson. It means that the opportunity to practice is not enough. So, here we need to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language (Nunan, 2003:64).

To make it clearer, Nunan (2003: 55, 56) proposes at least four principles for teaching speaking. Below are the descriptions:

a. Giving students practice with both fluency and accuracy.

Accuracy is the ability to speak or write without making any grammatical, vocabulary, punctuations and other errors. Fluency is the smoothness of flow with which sounds, syllables, word, and phrases are
joined to other when speaking. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

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

It is important for us as language teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the time of students’ speaking practice and to limit the teacher to talk.

c. Planning speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

d. Designing classroom activities that involve guidance and practice in both transactional and interpersonal speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interpersonal speech is communicating with someone for social purposes. Transactional
speech involves communicating to get something done, including the exchange of goods or services.

Based on explanation before, a good teacher takes an important role. The teacher has to know how to teach speaking easily and to make the students interested to join speaking activities.

B. Chain Story Game

1. Definition of Chain Story Game

Chain literally is defined as a kind of connected object. In this research, of course the meaning is changed. Chain Story here can be defined as one of the technique in teaching speaking in which teacher tells the first paragraph or first sentence in the story, then the story is continued by the first student until the last student in each group with the help of word cards. These cards contain chronological connection, such as: first, next, after that, then, finally, etc.

In short, chain story is story that is expressed orally and continuously. The story is passed along from students to students, each adding sentences with the rule that each part should be coherent and follow the plot of preceding sections.

Based on the explanation, chain story game is believed to make the students able to think creatively in making their own sentence with the words provided. When the students are able to make the sentence easily, it means they have understood the material that given by the teacher.
2. **Advantages of Chain Story Game**

According to Klippel (367), there are several advantages of chain story game, as follow:

a. It is easy to play because the simple rules do not need much explanation to start the game.
b. It can help students to decrease anxiety in speaking.
c. Ability to think creatively and independently.
d. It involves students in active learning.
e. It can increase students motivation.

3. **Disadvantages of Chain Story Game**

Besides the advantages, there is also disadvantages of chain story game according to Klippel, as follow:

a. It can not be applied in large group class so the teacher have to make students into some groups.
b. The class will be noisy.

4. **The Procedure of Teaching Speaking using Chain Story Game**

In teaching learning process using chain story game, students are given motivation to be active and smart in how to make sentence with the word provided in material recount text. There are some procedures of teaching speaking using chain story game, as follows:
- Teacher prepares cards, each with one word on it. The example of this word are first, then, next, after that, during, later, finally, etc.

- Teacher gives a sample of a recount text.

- Teacher explains about recount text (what is recount text, generic structure, language features, grammatical pattern, and its purpose), and how to make a good recount (use of grammar, punctuation, spelling, and the organization).

- Teacher divides the class into groups, each consisting of six students.

- Teacher explains and models to the students the process of chain stories.

- Teacher distribute a word cards, each students recives a word card.

- Teacher starts the first sentence or the first paragraph.

- Students led by the teacher to make sentence and has to incorporate the word on his or her card in the story by speaking.

- Students who get a card number two continuing story, after that the students who get the card number three. (This pattern continues until the last card.)

- After finishing, they should say “Chaiiin” and all of the group members go to foward to share the result orally.
C. Relevant Research on Chain Story Game

There are some relevant research, such as:

First, the research that has been done by Gom Gom Magdalena (2013) entitled *The Effect of Using Chain Writing Technique towards Students’ Narrative Writing Ability of Tenth Grade Students at SMA Negeri 1 Ma Bungo*. This research used pre-experimental design on one group pretest-posttest design. In one group pretest posttest design are observed two time points, one before the treatment and one after treatment. T-test was used in the process of this research. The result of this research shows that the students are interested in writing using this technique. This technique is useful and effective because the students show their positive responses to it.

Second, the research that has been done by Yulia Rosida Ekowati (2012) entitled *The Effectiveness Of Using Circle Chain Game In Teaching Simple Past Tense at the Eight Grade Students of SMP 1 Mejobo Kudus*. This research used T-test and there is significant result between the pretest and posttest.

Third, the research that has been done by Dina Servita Agustina (2013) entitled *The Impact of Chain Sentence on Students’ Writing Skill (An Experimental Study at the Seventh Grade Students of SMP Muhammadiyah 1 Purwokerto in Academic Year 2012/2013)*. This research used T-test and the result of her research show that using chain
sentence is more effective in teaching writing because the students more active and their learning result is better than before.

D. Basic Assumption

Speaking is one of important skills that have to be mastered by the students in learning English. The main goal of learning English is speaking English well. In fact, there are many students that cannot speak well. The cause is they have no confident to speak English in front of the class. Most of them are too shy to speak English because they are afraid to make mistakes and they had no chances or much times to practice in their class because their teacher talk too much in teaching English.

Seeing the fact, the teacher should avoid this condition with appropriate technique to teach English become interesting lesson. Starting from interesting lesson so the students will be interested and easy to pay attention and also it makes the students enjoy with the atmosphere that have made by the teacher.

Chain Story Game is one of the language games that are assumed to be able to make the students speak English without fear. Chain story game give the students ideas and express it through speaking activity. In order to facilitate speaking, the researcher has assumption that chain story game is effective for teaching speaking.

E. Hypothesis

Based on the basic assumption above, the hypothesis of the research is that Chain Story Game is effective for teaching speaking.