CHAPTER II
LITERATURE REVIEW

A. Speaking

1. The Definition of Speaking
   Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and delivering thoughts, ideas and feeling. Meanwhile, Brown (1994) and Amir (2010, p. 10) In Astuti (2010, p. 8) say that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. So, it can be concluded that speaking is an ability to communicate orally to other people with the aim to express their ideas and feelings.

   Additionally, Nunan (1991: 41) supported that speaking is the same as oral interaction which are conventional ways of presenting information, expressing our ideas and thought in our mind. Nunan (1991: 39) also quoted that “To most people, mastering the art of speaking is the single most important aspect of learning a second of foreign language and success is measured in term of the ability to carry out a conversation in the language.”

2. The Purpose of Speaking
   Tarigan (1990: 16) mentioned that speaking has three important purposes, there were:

   a. To inform
The speaker informs to the listener about everything they want or need and also inform ideas they want to share.

b. To entertain

Through speaking, speaker can express their feelings and listeners know how to entertain them through this mutual communication.

c. To persuade

Everybody uses speaking to persuade to do something in a certain activity.

From the statement explained above, speaking is a productive skill to develop students’ speaking, which is used in the lives of human language that have function to inform, entertain and persuade the listeners.

3. The Aspects of Speaking

Syakur in Mora (2010: 3) say that there are at least five components of speaking skills, namely comprehension, fluency, grammar, vocabulary, and pronunciation.

a. Pronunciation

Pronunciation is the way for people to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

When a teacher teaches English, she/he needs to be sure that her/his students can understand when they speak. They need to be able
to say when they want to say. It means that their pronunciation should be at least suffice for the purpose.

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly.

b. Comprehension

Comprehension becomes an important factor in speaking. This measures the understanding of conversation. Comprehension is the study how well students understand a language. Hornby (1995: 235) states that comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken.

In sum, comprehension can be defined as the ability to understand spoken English. Comprehension in speaking is the aim of many language learners.

c. Fluency

Wolfe-Quinter in Koizumi (2005: 46) defines that fluency is how fast and how much a learner speaks without frequent pause because of functionless repetitions, self corrections, and false starts in coping with the real time processing. Fluency is as the quality of being capable to speak without hesitation.

d. Grammar

Grammar and speaking have a close relationship. In addition to the sound system learners must be taught by using a structure system of
language. Learners must be given insight into word order, inflection and derivation into the other meaningful features of the English language. It will help students to speak fluently.

e. Vocabulary

Hornby (1974:979) defines vocabulary is range of words known or used by a person in a trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea.

Everybody who wants to speak English well, she/he has to know the ways of speaking English. Speaking is really different from the other skills. In speaking, students need to know about comprehension, fluency, pronunciation, grammar and vocabulary.

4. Teaching Speaking

Sudjana (2000: 1) states that teaching is an interaction between teacher and students in its interaction process. The teacher is doing his activities that called teaching, whereas the students who are doing their activities that called studying.

In teaching of speaking, the teacher must create interesting teaching process so that the students are interested to follow the speaking class. The teacher should motivate the students to practice and speak-up. Give students the chance to do something with the language to actively use the language they produce themselves for the situation.
B. Procedure Text

According to Hartono (2005: 5), procedure describes how to doing something through a sequence of process, action, step. Procedure tells the reader or listener how to do (or make/use/get) something. Its purposes are to provide instruction for making something, doing or getting somewhere (Anderson, 1998:28).

1. Generic Structure of Procedure Text

Procedure text has generic structure and language feature. The generic structure or in other word the schematic structure is distinctive beginning-middle-end structure of a genre (that is stages accomplishing a genre’s social purpose) the stages may be either obligatory (always present) or optional (present only under certain condition). Based on Anderson (1998: 28), there is generic structures:

a. An introductory statement giving the aim or goal
   a. This may be the tittle of the text
   b. This may be an introductory paragraph
b. Materials needed for completing the procedure text
   a. This may be a list
   b. This may be a paragraph
   c. This may be left out in some procedures
c. A sequence of steps in correct order
   a) Numbers can show first, second, third and so on.
   b) The orders are usually important
   c) Words such as now, next, and after this can be used
d) The steps usually begin with a command such as *add, stir, or push*

2. Language Features of Procedure Text

   Besides, procedure also has language features. The language features of procedure text are:

   a. Focusing on generalized human agents
   b. Using of the simple present tense
   c. Using of mainly temporal conjunctive relations
   d. Use of mainly material (action) clauses

   Therefore, the writer makes conclusion about the language features of procedure are the that begins with action verbs (example: put, stir, press, take) and uses imperative sentence are stated the procedure, always use simple present tense, something is completely done through a sequence of series. The use a sequence of steps in correct order such as numbers can show first, second, third and so on or word such as *now, next,* and *after* this can be used.

3. Kinds of Procedure Text

   Based on Anderson (1997: 51), there are some examples of procedure, which is always seen anywhere and anytime. One usually does these things, but one never realizes if the one does a kind of procedure. They are:

   a. Direction: get somewhere, get something, use something, etc.
   b. Recipes: foods, drinks, cakes, etc.
c. Instruction Manuals: use electronics, make a toy, play games, make something, etc.

C. Games

1. The Definition of Games

Allery (2004) in Syu- Yun yu (2005: 49) states a game “as a competitive activity with a prescribed setting, constrained by rules and procedures. Games are a fun way for students to learn English”.

Wright, Bitteridge, and Buckby, (2006: 1) state game is an activity which is entertaining and engaging, often challenging, and in which the learners play and usually interact with others. It means that the game is interesting things, because games might make the students enthusiastic to play it, sometimes it is challenging because when students are playing games, they have to be a winner in that game, and it is also entertaining because students fun and enjoy in playing and interacting each other.

From the definition above, it can be concluded that the game is interesting, motivating and challenging for young learners. Through the game, the students can learn how to interact with their friends. By interacting with others, language skills can be developed, and they can communicate with their own words easily.

a. The Advantages of Games

There are many advantages of using games in the classroom:

1) Games are a welcome break from the usual language class.
2) Games are motivating and challenging.
3) Learning a language requires a great deal effort. Games help students to make the effort.
4) Games provide language practice in the various skills such as: speaking, writing, listening and reading.
5) They encourage students to interact and communicate.
6) They create a meaningful context for language use.


b. Kinds of Language Games

Language learning is hard work. Effort is required at every moment and must be maintained over a long period. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others saying or have written, and they must speak or write in order to express their own point of view or give information.

There are many kinds of games which can be used in teaching English. Of course, as a technique games need help from media.

Lewis and Bedson (2002: 16-8) divide games according to their general character and spirit. They distinguish:

a. Movement games in which children are physically active.

b. Card games
Games during which children collect, give away, sort and count cards, cards can have a meaning in a game, or simply serve as symbols for objects or actions.

c. Boards games

All games which mainly involve moving makers along a path.

d. Dice games

Games during which players use one or more dice which can have numbers on the faces or colors, letters of the alphabet.

e. Drawing games

In this game students’ creativity and sensitivity to the world, the children must be able to understand instructions and describe their art.

f. Guessing games

The aim in these games is to guess the answer to questions of some kind.

g. Role play games

This game requires students pretending to be someone else or pretending to be in a specific situation that you are not actually in at the time.

h. Team games

Games that in which teams play against each other

i. Word games
This kind of games allows to utilize children’s enjoyment with words.

2. Guessing Game

Guessing game is a game in which the participants compete individually or in teams to identify something which is indicated obscurely (uncertain). In teaching speaking through guessing game, students must memorize the language features of the text to guess the pictures given by the teacher. The basic rule of guessing game is to bring up the reflexes speak.

a. The Purpose

Based on the definition, by memorizing language features and practice makes many sentences make students used to speak in accordance grammar without seeing the text. It can be concluded that guessing games is a game that can bring up the spontaneous speaking action when the students guess the pictures by memorize the language features.

b. The Benefits of use Guessing Game

1. The materials of this activity are simple.
2. By using guessing game, it can develop the students’ cognitive, affective, and psychomotor.
3. This activity can develop the students’ ability in speaking.
4. Guessing game is an attractive and fun activity for students to learn about Simple present tense and imperative sentence.
c. Teaching Procedure through Guessing Game in speaking

There are some tasks that a teacher can instruct to the students to perform the activities in the implementation of guessing game. Title, steps of procedure and spell the object, say something about the object and make up sentences using the object.

1. Pre-teaching Activities

   In the first activities, the teacher greets the students and checks the students’ attendance. Then the teacher checks the students' readiness to study and also review the previous lesson to remind the students about the last lesson. In this stage, the teacher builds the students' background knowledge related to the lesson that will be given. Besides that, the teacher tells the students about lesson which are going to be taught and the teacher tells the achievement indicators and the objectives of the lesson which are going to be taught.

2. Whilst-teaching Activities

   Then in the main activities the teacher begins this stage by introducing the first lesson by using guessing game technique. Here are some of the procedures in applying the guessing game technique in the classroom:

   a) The class is divided into five groups; one chairperson is given a jumbled picture of foods or things, and then tells a group a clue about the title, materials, and steps. The group should find the answer by arranging the picture to the
correct order and tell the steps. The group which has correct order and a good description of the pictures will be the winner.

b) The teacher has a picture (materials and steps), which the students can’t see. Teacher hides it in a box of power point or on the envelope. Students are required to guess and describe the pictures available, with the goal at the end of the game can mention the title and the steps.

3. Post-teaching Activities

In the last activities, the students are asked to be a volunteer to tell or conclude what are the lesson for today in front of the classroom. Then the teacher will give feedback by pronounce some words correct or well, which the students pronounce unwell while guessing game activity.

D. Basic Assumption

English for intermediate level or students of SMK Muhammadiyah 1 Purwokerto in the second grade is difficult material in their study. The use of games in teaching speaking has a special contribution in making the students active and enthusiast in the following class. Through Guessing game, the students can develop their speaking skill, especially for pronunciation and concentration. Beside that by applying Guessing game, students remember the generic structure of procedure and can be used the formula of present tense.
The most interesting aspect of guessing game is that students can make their own sentences or paragraph according to pictures, generic structure and language feature of procedure directly.

E. Hypothesis

Based on the basic assumption above, the hypothesis of the study is that using Guessing game is effective for teaching procedure text in speaking at second grade students of Vocational High School.