

## CHAPTER II

### THEORETICAL REVIEW

#### A. SPEAKING

##### 1. Definition of Speaking

Speaking has various definitions. Speaking is ability to pronounce words for expressing and share ideas directly. Speaking is to practice foreign language directly and it becomes the way for communication. David Nunan who stated that speaking is most important aspect of learning a second or foreign language, and success is measure in terms of the ability to carry out a conversation in the language (1991). For that statement we can conclude that speaking is one of language skills that should be mastered, because when we cannot master speaking, it makes us difficult to communication with other people. Therefore, in speaking class students should work as much as possible to talk English directly. According to Nunan (1991) “Speaking is the same as oral interaction which is conventional ways of presenting information, expressing idea, and through have in our mind”. Speaking means every word that can be produced by mouth. So not only giving the information but also expressing the idea such as giving opinion.

Speaking ability is important in language learning, because we can communicate through our oral expression to gain much more information. In addition, Fulcher (2003) defines that, speaking is the verbal use of language to communicate with others”. By speaking,

people will be able to communicate with other because they could deliver their ideas, opinions, feels, and interact to each other. From the above definition, it can be concluded that speaking is a crucial part of second or foreign language learning.

Everyone agrees that speaking is one of language skills that is assumed difficult rather than other skills like writing, listening and reading because speaking is an act directly. It is supported by David Nunan who states that learning to speak is obviously more difficult than any other skills since speaking happens in real time and in a spontaneous way (2003).

We have already known that speaking is the hardest skill in English lessons, because to master speaking students should learn a lot of vocabulary, to make sentences correctly, to pronounce word correctly, use the good grammar. So, it makes students anxious. According to Liu (2007) in learning speaking student become more anxious when their teacher giving questions or ask them to perform in front of the class. Students will feel anxious when teacher ask them to speak English in the classroom activity. The students think that keeping silent is better than making mistakes when they try to speak English. It is supported by Tore Nilsson (2013) who states that most of students do not want to talk in speaking class because they are too shy and anxious.

## 2. Types of Speaking

There are six categories applying to the kinds of oral production that the students are expected to carry out in the classroom (Brown (2001)/ Nunan (2003))

### 1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

### 2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair activity, where learners are “going over” certain forms of language.

### 3) Responsive

A good deal of student speech in the classroom is responsive, short replies to teacher or student-initiated question or comments.

### 4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

It is carried out for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all factors such as: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert agenda.

6) Extensive (monologue)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

### 3. The Aim of Speaking

Tarigan (1990) in Friska describes that speaking has some purposes, which are described as follows:

a. To Inform

In this purpose, speaking is giving information it does not only share information, but also give knowledge, advice, warn, and others. In the teaching learning this is very important both to the students and teachers. Without any information, there is no teaching learning process. So, speaking is very important in teaching learning process because to explain the material, teacher needs to speak.

b. To Entertain

In the teaching learning, the teacher is not only giving the material but also telling the story related to the material. They can tell a fun story, make a joke or humor, so that the teaching process will run colorful. They can entertain each other.

c. To Persuade

To persuade means that speaker tries to persuade someone to do something in certain activity.

#### **4. The Aspects of Measuring Speaking**

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process.

a. Vocabulary

Based on Brown (2001) vocabulary is the basic of the language. It appears in every language skill. It is very important because we can say nothing without vocabulary in our mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

b. Grammar

Grammar and speaking have a close relationship. 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 to speak English well (Brown, 2001)

c. Pronunciation

Based on Abbas Pourhosein Gilakjani, pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. Richard and Schmidt (2002) in Abbas Pourhosein Gilakjani defined pronunciation as the method of producing certain sounds.

d. 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 words confusing the idea, etc

**B. GAME**

**1. Definition of Game**

"Game is an activity which is entertaining and engaging, often challenging, and in which the learners play and usually interact with others"(Andrew Wright and friends). It means that the game is interesting things, because games make students enthusiastic to play it, sometimes game also challenging because when students are playing games, they have to be a winner in that game so they will be do the best, and it is also entertaining because game make students fun and enjoy in playing game. That is why many English teachers use games for the young learners, teenagers and even adults. The emphasis in the games is on successful communication rather than on correctness of language." (Toth in Yin Young Mei).

From the definition above, it can be conclude that the game is interesting method that make students enjoy in the teaching learning process.

## 2. Kinds of game

Classifying language games into categories can be very difficult because categories often overlap. Therefore, different linguists use different ways to classify language games. According to Hadfield (1987), “language games can be divided into two further categories: Linguistic games and communicative games. Linguistic games focus on accuracy, such as applying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Hadfield (1987) also classifies language games into many more categories as follow:

- Guessing games
  - *Who am I* game
- Board game
- Matching games

From that kinds of game the guessing game (*who am I* game) are considered the suitable one for teaching speaking.

## **C. Who Am I Game**

### **1. Definition of Who Am I Game**

*Who Am I* is a guessing game where teachers use the traits and characteristics of famous, historical, company figures, animal and others. *who am I* game is at least consist of two groups (Icebreakers.ws). The purpose of this game is to make better students speaking ability. In addition, according to Friska, guessing game (*who am I* game) is a game in which the participants complete individually or team in the identification of something indicates obscurely. According to Klippel (1994), the basic rule of *who am I* game is eminently simple; one person knows something that other one wants to find out. Wright and Buckby said that essentially, in guessing and speculating games, someone knows something and the others must find out what it is (1989).

### **2. Steps of who am I game**

There are two ways to play *Who Am I* game. According to Walidi (2006) and Meekis (2013) in M.Fathur. Then I combined it, there are seven steps to play *Who Am I* Game, there are:

- a) Divided the students into some groups, for example namely the Group A and Group B,
- b) A picture given to one player from one group, for example, Group A.
- c) After that the player observing a picture in front of the group with a convincing expression, he tried to give descriptions of

mysterious people/objects/animals on the picture without mentioning the name of the picture.

- d) With a view of the traits described his/her friend, in the end of the description, she/he ask a question to his/her friend with “who am I?”
- e) The other members are trying to guess the name of the mysterious people/ objects/animals by using yes/no question, each member of the group has 3 times asked questions.
- f) After all of the members ask the questions, the people that described the picture ask again to her/his friends “who am I” and other members answer who is the picture.
- g) Once the time runs out, the next sign turn Group B with the same opportunity and time. Soon

### **3. The implementation of *who am I* game in teaching speaking**

The first, a teacher give list of vocabulary that is related with the material will be taught. Then a teacher give the material about simple present tense and yes/no question. After that a teacher explain how to play *who am I* game.

The second activities, a teacher divided the students into some groups. One person in a group get a picture, then she/he describe (giving the clue) about a picture that she/he get from a teacher. And then another member tried to guess a picture, but before they guess a picture they have 3 times ask the question.

The question only yes/no question. For example: am I human?  
Am I male? and others. Then they guess a picture

#### **4. Advantages of using *who am I* game in teaching speaking**

There are several advantages teaching English use *Who Am I* Game, they are:

- a) “*Who Am I* game” can be make students to be more creative and communicative.
- b) Provide more opportunities for students to express their opinions and feeling
- c) This game gives positive effect on the students’ interest and motivation in studying English as well as to increase their speaking ability.
- d) This game make students want to speak English in the classroom activity

#### **5. Disadvantages of *who am I* game**

There are several disadvantages teaching English use *Who Am I* Game, they are:

- a) Takes a long time
- b) If students passive or shy to speak English, the game does not get done properly
- c) Difficult to condition students

#### **D. Previous Study**

There are many previous study about Game. Some of them are: M. Fatkhur Rohman (2016) in the title *The Use of Who Am I*

*Game to Improve Students' Speaking Skills*. This research applied for second grade of junior high school. The result of this research shows that using *who am I* game can improve students speaking English actively through they still produce ungrammatical utterances.

Second, the research that has been done by Mohammad Alan and Ririn Pusparini (2013) entitle *the implementation of "who am I" game to teach speaking descriptive text the seventh grade of SMP 3 KRIAN*. The result of the research with the title *The implementation of Who am I game to teach speaking descriptive text to the seventh graders of SMP N 3 Krian-Sidoarjo* could make the students become more active and creative in speaking. The game could increase the students" interaction and could help the students to think creatively. Based on the result of students" task, it was showed dominantly that the elements of vocabulary and grammar in students " speaking performance became better.

#### **E. Basic Assumption**

Speaking is one of important skills that have to be mastered by 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 of making mistake and they have no chances or no time

to practice in their class because their teacher talks 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 in learning.

Using *who am I* game in classroom is the interesting way to make the students enjoy in learning. *Who am I* game is game that are suitable for making students talk, because this game requires students to talk. This game is about guessing something. By using this game all students are required to speak to know the answer.

#### **F. Hypothesis**

Based on the basic assumption above, the hypothesis of the research is *who am I* game technique is effective for teaching speaking.