

## CHAPTER II

### LITERATURE REVIEW

#### A. Speaking

##### 1. The Notion of Speaking

Speaking is the most important aspect in learning a language. A success of learning language is determined from how someone can show and share what is on mind by expressing them orally and expressively to be understood by the other people. Furthermore, Tarigan (2008: 3) defines a language skill where the people have ability to pronounce articulation of sounds or words for expressing, starting and conveying thoughts, ideas and feelings.

Moreover, Nurgiyantoro (1994: 282) emphasizes that speaking is an activity to produce language and communicate ideas and thoughts orally. In short, speaking is the ability to pronounce articulation of sound to produce language and communicate ideas, feeling, and thought orally. Speaking is also described as a process of oral language production (Koizumi, 2005: 36).

Additionally, speaking can bring someone to apply their body system well in communicating to each other. Mulgrave (1954: 3-4) as cited in Tarigan (2008: 16) argues that speaking is a form of human behavior that uses physic factors, psychological, neurological, semantic, and linguistic behavior in their speaking extensively.

Based on the aforementioned statements, it can be concluded that speaking is an ability to declare or state ideas, feelings, and information orally by using their body system to other people as a way to communicate.

## **2. The Aims of Speaking**

The main purpose of speaking is to communicate. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. 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, and opinion to the audience and give knowledge as well in particular purpose. Informative speaking is used to give knowledge decide the correlation between things, inform the process, and explain the writing style and techniques (Tarigan, 2008: 30).

### **b. To Entertain**

To entertain means that the speaker wants to make the audience feel happy with the materials which are selected

primarily based on their entertainment value. For example when the teacher told about the 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 (Tarigan: 2008: 32).

c. To Persuade

Speaking to persuade is used by the speaker when the speaker tries to confirm the audience to do something in certain activity (Tarigan, 2008: 35). The activities need the action to make the audience 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 deliberative speaking is to make some decisions and planning. Deliberating speaking is used to make some decisions and planning (Tarigan: 2008: 36).

From the statement before, it can be concluded that through speaking, people can inform, make some decisions, and ask them to do an activity based on the information from the speaker.

### 3. Concept of Speaking

Kimtafsirah, *et al.* (2009: 2) say that there are two aspects in concept of speaking, namely:

#### a. Speaking as Productive Skill

Speaking is called a productive skill because it produces a language orally. Harmer (2001: 34) says that if students want to speak English fluently, they have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation.

#### b. Speaking as Oral Communication Skill

Oral communication refers to the speaking skill needed to participate verbally in discussion, exchange thoughts, and information, make a clear in convincing presentation, and interact with a variety of audiences (Rahman, 2010: 3). For successful communication, students require more than the formal ability to present well and apply language expressions in daily life. Successful communication is context-dependent and applied in its particular discourse community (Bizzell, 1989: 486).

### 4. Speaking Competence

The main goal in teaching the productive skill of speaking is to develop the students speaking competence. Speaking competence is ability to make us in an ordinary voice to express feeling and ideas

using appropriate language. It means that someone can speak fluently, grammatically, correctly and understandably for the listener. In this case, Tarigan (2008: 16) states that speaking is a competence to pronounce articulation of sounds or words for expressing, starting and conveying thoughts, ideas and feelings. Further, speaking is a form of human behavior that uses physic factor, psychological, neurotically, semantic and linguistic extensively. Therefore, speaking is a tool to communicate ideas that is arranged and developed to the needs of listeners.

Furthermore, Brown (2000: 406-407) says that there are five components which can be used to measure speaking competence, namely:

a. Fluency

Fluency is the ability to speak language smoothly and easily. Hedge (1989: 27) as cited in Brown (2000: 275) defines fluency as the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation. The speech of non-fluent English learners tends to be characterized by frequent pauses, repetitions and self-corrections.

b. Comprehension

Comprehension means someone's ability to comprehend the meaning from what another speaker says from

the contents of sentences. Further, Sudjiono (2009: 50) defines that comprehension is an ability of someone to understand or comprehend something. It can be said that in comprehension something, someone has to give explanation orally by using own word. Therefore, comprehension is very important for the listener to get the meaning from the speaker.

c. Grammar

Every language has a rule of grammar. Grammar concerns with someone's ability to organize words into sentences in appropriate grammatical rule in order to speak easily. Furthermore, Brown (2000: 262) defines grammar is the system of rules governing the conventional arrangement and relationship of word in sentence. If the learners master grammar, it is easy for them to produce sentences in correct grammar.

d. Vocabulary

Vocabulary can not separate with the words and it can be a message or an idea. Vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. Furthermore, Hatch and Brown (1995: 1) state that the terms of vocabulary refers to a list or set of words for particular language or a list or set of words that individual speakers of a language might use. In other words, English can be learnt easily

by having many vocabularies. In this case, vocabulary should be mastered a lots in order that the communication is developed. Also, the speaker does not merely interact without having a lot of vocabulary.

e. Pronunciation

Pronunciation refers to the production of sounds that we use to make a meaning. Harmer (2001: 50) states that there are four areas to know about in the pronunciation of English apart of speed and volume which are intimately connected with meaning such as: sounds, stress, pitch, and intonation. Therefore, it is necessary for students to have a good ability in pronouncing some words so that the meaning can be understandable.

## 5. Teaching Speaking

Speaking is an important part of foreign language learning and teaching. In teaching speaking, the teacher should be able to encourage the students to perform or express their idea, felling, opinion using English well. Teaching speaking means that to teach students to be able to speak a language. In this case, students should be able to make them selves understood, try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and try to observe the social and culture rules that apply in each communication situation.

Dealing with this important of speaking, Nunan (2003: 50) as cited in <http://unr.edu/homepage/hayiriyek/> accessing from <http://iteslj.com> gives points out for teaching speaking as:

- a. Producing the English speech sound and sound pattern
- b. Using word and sentence stress, intonation patterns and the rhythm.
- c. Selecting appropriate word and sentence according to the proper social setting, audience, situation and subject matter.
- d. Organizing their thoughts in a meaningful and logical sequence.
- e. Using language as a means of expressing values and judgments.
- f. Using the language quickly and confidently with few unnatural pauses, which are called as fluency.

Based on the description mentioned before, a good teacher takes an important role. The teacher has to know how to teach speaking easily and to make the students interest to join speaking activities. Further, the teacher also has to create a classroom environment where students have real promoted oral language.

Teaching speaking is very important part of foreign language learning. The ability to communicate in foreign language clearly and efficiently contributes to the success of the students in school and success later in every phase of life. Based on the description mentioned previously, a good teacher has to know how to teach speaking easily and to make the students interest in it. The teacher also has to create a

classroom environment where students have real promoted oral language.

In short, the goal of teaching speaking is to communicate efficiently. Students have to be fullest, they have to avoid confusion in this activity due to faulty pronunciation, grammar or vocabulary. It is also used to observe the social and cultural rules to apply in each situation.

## 6. Speaking Assessment

### a. Definition of Assessment

Assessment is the systematic **collection, review, and use** of information about educational programs undertaken for the purpose of improving student learning and development (Heritage, 2009: 3) accessed from <http://www.k12center.org/publication.html>. The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information. Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning (Heritage, 2009: 3).

Heritage (2009: 3) also states that there are two essential purposes of assessment: to provide information on students' current levels of achievement, and to inform what teacher do in classrooms to ensure that students make progress in their learning.

## b. Aspects for Speaking Assessment

Teachers should give an assessment to measure students' ability in speaking, because the ability or competence in speaking has an important role to succeed the activities in teaching and learning speaking. Nurgiyantoro (2001: 284-287) explains that there are five basic components in assessing of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension.

## c. Types of Speaking Assessment

Nakamura and Valens (2001: 7) assessed from <http://ukessay.com> suggest that there are three different types of speaking assessment, namely:

### 1) Monologue

In a monologue assessment, students are asked to perform some tasks such as showing and telling where they talk about anything they choose. This is considered a chance to give students opportunity to make a small presentation.

### 2) Dialogue

This assessment is known as the interview. It is an open-ended test where students lead of discussion with the teacher or another student. Furthermore, students are required to use conversation skills that they learn throughout the course.

Additionally, this type requires some components, such as:

pronunciation, grammar, vocabulary, fluency and comprehension.

### 3) Multilogue

It is called the discussion and debating. At this point, the discussions are students-generated. Students are put into groups, and they decide a topic to discuss in classroom. This activity takes three requirements:

- a) Students have to be able to take part of conversation to help the discussion flow naturally.
- b) Students are using additional questions to include others in conversation.
- c) Students are making transfers skills in dialogue to group discussion.

In this research, the type of dialogue is selected to be speaking assessment because the activity is in the form of conversation practice. Furthermore, the contribution of the five components of language proficiency – fluency, comprehension, grammar, vocabulary and pronunciation - will be measured as scoring system.

#### d. Inter-Rater to Assess Speaking

In calculating the result of students' score in speaking, there will be an inter-rater. Inter-rater is used employed when scores on

the test are independent estimated by two or more judges or raters (Shuttleworth, 2009:1) assessed from <http://www.experimentresources.com/interatereliability.html>. In this case, there are two assessors or raters who will give score for speaking test or assessment of the students. By using employing, it can minimize the subjectivity in giving the score.

## **B. Media**

### **1. The Definition of Media**

Media is any tool, method, or technique that is used to make the communication and interaction between the teacher and the students in teaching learning process (Hamalik, 1986:23). Media is also described as physical units that give a message and motivate the students to learn (Brigg in Sadiman, 1993: 6). Moreover, Gagne (1970) as cited in Sadiman (1993:6) defines media as component or element in students' environment that can support the study. In short, media is an important tool to support students' activity in teaching and learning process. Media is also a tool that can motivate and attract the students' attention and guide the students to get the ideas to speak up. So, using media in enhancing students' speaking ability is important.

## 2. The Function of Media

Multimedia is one way that will help the students feel amused in certain learning situation. In other ways, by implementing media in teaching learning process, the students can learn the materials easily. Encyclopedia of Educational Research as cited in Hamalik (1986:27) describes the functions of media are follows:

- a. Give real and concrete things.
- b. Get students' interest.
- c. Make the material developed.
- d. Give students' real experience.
- e. Develop students' mind or thinking continually.
- f. Help students in progressing their language.
- g. Give more experienced that cannot be taken from other ways and to expand learning variety.

### C. Board Games

#### 1. Definition of Board Games

Board game is a kind of language game which is played by two or more player. Further, for more interesting, Lewis & Bedson (1999: 13) suggests to create a bright and colorful board on a large sheet of cardboard. Each space on the board represents a particular activity or game which the player must play. Additionally, Mourar (2007: 3)

defines board game as a game played on a cardboard base, which lays out the playing arena.

The board is divided into some small spaces. Jannah (2009: 5) explains that there is no standard size of board itself. Everyone can make their own board with the different spaces. Since the focus of this research is language functions, language functions board game will be used as the medium to teach speaking in using language functions. The board is a large piece of paper which has 28 boxes or spaces. Some spaces consist of signs, such as start, go back, go forward, start again and finish. While the rest consist of situations based on the language function which will be learned.

Furthermore, the rule of the game is each player starts the game with place the counter on the start space, then in turns they roll the dice. They pass the space based on the count of dice. Wherever the player lands on, he follows the instruction in the space to give response orally. For example, the first player lands on number 3 and it has a certain situation, so he has to act the situation out, and then he asks the second player to responds by giving appropriate expression of language function orally. The winner is the player who reached finish firstly. Actually, the equipment consists of a board, dice, and counters.

The example of board game from [www.esl-galaxy.com](http://www.esl-galaxy.com) as follow:

**Figure 2.1**  
The Example of Board Games



## 2. The Advantages of Board Games

There are the advantages of board games (Treher, 2011: 3), namely:

- a. Board games are appropriate for all ages on all subjects
- b. Board game is a simple game which has simple rules so the students can follow the instructions easily. Simple games offer the instructor opportunities to foster communication with students in both large and small classes.

- c. Board game can be used in teaching and learning process increase students' enthusiastic. Since it is a competitive game, students will work hard to find the right answer in order to win the game.
- d. Board game can encourage the students' participation and remove inhibitions of those who felt bored with the formal classroom situation.
- e. Game brings an opportunity for the students to do real communication as a bridge between the classroom and the real world.

In short, the explanation described before mean that the usage of board game to teach speaking can encourage active learning and avoid passive learning. The students reacted to a theme, expression or situation provided on the board.

### **3. The Disadvantages of Board Games**

There are the disadvantages of board games in the class (Rahman, 2010: 7), namely:

- a. The class will be noisy.
- b. It takes long time to explain the role and play board games.
- c. Students do not concentrate to the material in which they just enjoy the game because it is possible for them to do the game for the first time as the result there will be any gap between game and material discussed.

- d. Students feel bored by playing the game time after time. It disturbs the goal of teaching learning process itself because the students just try to be the winner.
- e. Since there are many groups in the class, it will be difficult for the teacher to measure students speaking competence one by one.

#### **4. The Procedures in Doing Board Games**

Board game can be modified to be a language game that can be applied in the teaching and learning process (Lewis & Bedson, 1999: 33). The procedures of this game are:

- a. Preparing the equipments of the game. Such as a dice, counters and a board for each groups.
- b. Explaining the rules of the game. If it is necessary, teacher can demonstrate the game with some students in front of the class.
- c. The teacher asks the students to work in groups of 4-5 students.
- d. Each student takes turn to roll the dice and who gets the lowest numbered goes first.
- e. The first player rolls the dice and count according to the numbered on the dice. Wherever the player lands, he follows the instructions in the box. For example, if he rolls the dice and he has the number 5, he will count five boxes from start and land in number 5.

- f. The student moves his or her counter to the next box if the answer or respond is correct. But, if it is wrong, the player must correct his answer or respond and moves one box back.
- g. First to finish wins the game.

### **5. Teaching Speaking by Using Board Games**

Teaching English, especially speaking is very important part second language learning. The ability to communicate in second language clearly and efficiently contributes to the success of the students in school and success later in every phase of life. A good teacher has to know how to teach speaking easily and to make the students interest in it. The teacher has to create a classroom environment where students are able to speak English spontaneously. One of the ways is by using board game as a medium in teaching speaking.

Board game helps students to encourage them to speak up. Well-designed board game not only can create interesting environment and relaxing situation but also playful and competitive games in which to focus on the teaching and learning materials (Treher, 2011: 4). Furthermore, using board game in the language classroom can motivate the students to be active and decrease students' anxiety in learning and practicing speaking that can be applied to the real world.

The goal of speaking is to communicate effectively. The students have to master all of the components in speaking skills to communicate effectively. The components of speaking are fluency, comprehension, grammar, vocabulary and pronunciation. First, fluency is as the quality of being capable to speak without hesitation. A lot of practice is really needed to be able to speak English fluently and it started by practicing and drilling set phrases and repeating words.

The second component is comprehension, which is defined as an ability of someone to understand or comprehend something. Then grammar, that is the pattern of arrangement of words in sentences (Lado, 142: 1961). Furthermore, someone who had grammar is viewed as the person who is able to use the language with sufficient structural accuracy in speaking (Brown, 2001: 268). A good grammar is needed for students to arrange a correct sentence. If the students master in grammar, it can be easier for them to produce sentence.

The fourth component is vocabulary. It can develop the communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Vocabulary development was not only about learning words but it was also about learning phrases or chunk and finding the meaning of words itself.

Finally, pronunciation is the way for students to produce clearer language when they speak. Therefore, it is necessary for them

to have a good ability in pronouncing some words so that the meaning can be understandable.

## **6. Relevant Research on Board Games**

Board game is a kind of game that can be implemented as teaching media when teaching languages. It is supported by some previous research which applied board games as teaching and learning media. Board games were effective to be used in teaching learning process (Sigridur, 2010: 18). It is also discussed the use of games in the four language skills: writing, reading, listening and speaking, and there were many valid reasons why using games might help train each specific skill. When it came to speaking games were able to serve the very important job of helping students train their fluency.

Furthermore, he explains the implementing of board games in the terms of reading and listening game. There are two main objectives of this game. First, to get students to practice their reading skills by reading out loud a short text and asking other students a question. Second, to get students to practice their listening, because they have to listen carefully in order to be able to answer the question correctly. Other skills this game trained, and could be referred to as a minor objective, are memory and thinking.

Board game application as the media in teaching English is effective to improve students' confidence and bravery in delivering

their idea, opinion and they actively involved in learning. It also improves their collaboration in groups' discussion and their enthusiasm to solve a problem which appeared in analyzing the wrong sentence (Yuniarti, 2008:20). It can be seen from the students' achievement percentage, there is improvement 71 % in cycle 1, 80,6 % in cycle 2 and then 93,5% in cycle 3.

Moreover, Ghufon (2012: 10) and Sumarni (2011: 9) state that board games as the learning media is effective for teaching English. It has proved in their findings. Ghufon (2012: 10) revealed that the experiment results of board games in specialist of media is 83% valid, in specialist of material is 88% valid and then in the audients is 86% valid. While Sumarni (2011: 9) found out that the using of board games as the teaching media is valid to be used in teaching descriptive text, procedure text and simple present tense.

Finally, As'ad (2011: 7) explains that using board games as instructional media is particularly useful and effective to improve students' participation during the class activities. By applying board games, students' learning motivation is also improved because they feel enjoy following English class seriously.

#### **D. Basic Assumption**

Speaking is one of the four basic language skills in English. The main goal in learning English is to be able to speak English well. In fact

there are many students that cannot speak English well. This is because they have no bravely and self confidence to speak English. Most of them are too shy to speak, too afraid of making mistakes and had no chances to speak because the teacher talks too much in the class.

To avoid this condition, the teacher should think the appropriate media that will make the students brave to speak up, give them many chances to speak, and make the enjoyable atmosphere in the class.

Board game media is one of the language games that are assumed to be able to make the students speak English without fear. Board games give students ideas and express it through speaking activity. Furthermore, board games can develop students' vocabularies by providing them some words. In addition, it can stimulate their interest to speak and by giving such stimulate, their speaking competence will increase. Moreover, they will enjoy sharing with their partner or group, so board game can be an effective media for teaching speaking.

#### **E. Hypothesis**

Based on the basic assumption aforementioned, the hypothesis of the research is that Board game is effective for teaching speaking.