II. LITERATURE REVIEW

A. Speaking

As we know, speaking is a process of communication between at least two people. Speaking is a way to express someone's ideas to his or her interlocutor. Essentially, speaking is used as a means of communication among people in a society in order to keep the relationship going on well. Harris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. In another word, it means that we produce spoken message to someone. Spoken message is our ideas, thought and feeling that we want to share, influence, or interact with other people. So here, speaking situation involves a speaker who puts message with a verbal code (word or sentence) that has content structure and a listener.

Furthermore, Byrne (1984) states that speaking or oral communication is a two way process between speaker and listener which involves productive and receptive skills and understanding. It means that peaking is a productive skill to which the speaker produces or uses the language at the same time he tries to get idea or message across.

In this case, there is a process of giving message or decoding process. Within a productive skill, the students need to learn words and phrases to express meaning in English. They also need to be able to produce basic structure correctly. Meanwhile, within receptive skills, the students need to understand words and structure in spoken and written form.

Actually, speaking activity happens for many reasons. One of the reasons is for a communication need. As Daff (in the Setyaningrum, 1987) says that very often people thing they do not know, or to find things out from other people. We can say that there is information gap between them. Here, the conversation helps to close this gap so that both speakers have the same information. So, speaking can also be said as one thing that make people survive in their environment, because through speaking they can ask other people what they need and also they try to fulfill what other people ask them. Implicitly speaking is one language skill that has social phenomenon aspect. It is appropriate with what Campbell (1976: 260) says that language makes possible for individual to live in society.

In short, speaking is a way of communication with other people which involves not only producing correctly but also using language communicatively.

B. Teaching Speaking

Technique or strategy can be the important aspect that needed in teaching speaking. The teacher needs to provide the right technique to the students to get the effective teaching learning process. Teaching learning process must be so enjoyable that the students are fully involved in studying materials. Atkinson

(1997:73) states that an individual will be encourage to do a certain thing when he knows that the thing please him.

The teacher is required to choose technique that can stimulate the students to speak English. Nunan, (1989:51) summarized from a number a number of theories and research that learning to speak in a second language or foreign language will be facilitated when learners are actively engaged in attempting to communicate. Swain more specifically suggests that we learn to speak by speaking. Both opinions imply that the students must be simultaneously exposed to any kinds of oral activities or tasks, allowing them to practice speaking. Therefore, the teacher must be able to design the scenarios that can keep the students stimulated to practice the topic of discussion.

C. Board Game

A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. Games can be based on pure strategy, chance (e.g. rolling dice) or a mixture of the two, and usually have a goal which a player aims to achieve. Early board games represented a battle between two armies, and most current board games are still based on defeating opposing players in terms of counters, winning position or accrual of points (often expressed as in-game currency).

There are many different types and styles of board games. Their representation of real-life situations can range from having no inherent theme, as with checkers, to having a specific theme and narrative, as with *Cluedo*. Rules can range from the

very simple, as in tic-tac-toe, to those describing a game universe in great detail, as in *Dungeons & Dragons* (although most of the latter are role-playing games where the board is secondary to the game, helping to visualize the game scenario).

The amount of time required to learn to play or master a game varies greatly from game to game. Learning time does not necessarily correlate with the number or complexity of rules; some games, such as chess or Go, have simple rulesets while possessing profound strategies.

D. Teaching English in Elementary School

The process of introducing the children to learning of English as a foreign language is quite crucial. Generally, this introduction will somehow shape student's attitude toward this foreign language, which material selection should be carried out carefully (Panjaitan, 1994: 1). It means that in the process of introduction of English for elementary School students, the material should be selected based on the student's need and condition. The purpose is to keep the students' interest in the subject.

Furthermore, Panjaitan says that the object of the English teaching elementary School is to generate students' interest and delight in studying English. If children have been motivated, their self-confidence and pride in their new achievement will naturally lead them to further mastery of four skills: listening, reading, speaking and writing.

She also adds that elementary school year is a time for the eager absorption of idea and information. Children the great deal of pride in what they know, and have an instability appetite for learning and for using what they learn.

While Brown (1980: 54) says that child's age is dynamic and growing and flexible through the age of puberty, and thus a new language at this stage does not pose a substantial 'threat' or inhibition to the ego and adaptation is made relatively easily as long as there are not undue confounding social- cultural factors.

Furthermore, he says younger children are less frightened because they are less aware of language forms, and the possibility of making mistake on those forms mistake s that one really must make in an attempt to communicate spontaneously does not concern them greatly. The meaning of theory above is that young children in communicetion do not restrict to the rules grammar of the language, but the most important is that they can communicate with other communicatively. Referring to the statement above, it can be concluded that children in elementary school age are very active and eager to learn a new language. Beside that, they are also less afraid of making mistakes in using the language, in this case is English. So it is the time for introducing of teaching English for Elementary Scholl students.

E. Teaching Speaking Through Board Game

From the previous explanation, it is obvious that the technique can be applied to teaching speaking. In order to let the teaching learning process runs well, the teacher should prepare the material which will be used.

In this case the material (Game) was related to the students' condition at elementary level and relevant to students' everyday live experience. In the classroom activities, the students are hoped to be able to express something using the simple text communicatively.

F. The procedures of Teaching Speaking Through Board Game

The followings are the procedure of teaching speaking through board game:

Pre-Activity

- Teacher greats the students.
- Teacher checks the students' attandence list.
- Teacher gives question related to the topic (food) will be discussed as brainstorming of what they are going to learn. e.g,

  What is your favourite food?

  Do you eat it everyday?

  How you can express that you like noodle?

  How can you express that you like him?

  What will you say?

- Teacher gives a chance for students to give their opinion.
- Teacher gives an example short dialogue related to the topic e.g.

  Helen   : Do you like meatball?

  Aditya: : No, I don't.

  Helen   : What food do you like?

  Aditya : I like friedrice.

  Hellen : That's great!

- Teacher prepares game board which wll be used in the teaching learning process.

While Activity

- Teacher divides the class into groups of five.
- Teacher explain about the rules of the game.

- Teacher asks the student start the game by throwing the dice to determine who will get the first turn.
- The teacher observes the game and helps student if there is any difficulty.
- The teacher gives explaination if there is a wrong answer.
  If you want to ask someone about like and dislike, we can express "Do you like hamburger?
  If you want to express like we can use "like", "love", "enjoy". I"I like it very much" or " I love it very much"
  If you want to express dislike we can use "do not like", "dislike", "hate". "I don't like it", " I dislike it", or " I hate it"
- Teacher monitors the rest of the game.

Post Activity

- Teacher does a reflection by asking the students what they have learnt
  Teacher   : Now, students, what topics we studied so far?
  Students   : We have studeied about expresing like and dislike.
- Teacher closes the lesson.

G. The Advantages and Disadvantages of Using Board Game

1. There are some advantages of using board game in teaching speaking. Kim (1995 : 35) presents six advantages of using the language games in the classroom which are:

- games are motivating and challenging.

- games are as a welcome break from the usual routine of the language class.

- games help the students to make and sustain the effort of learning.

- games provide language practice in the various integrated language skills.

- games encourage students to interact and communicate to each other.

- games create a meaningful context for language that is being learned by the students.

2. The following are some disadvantages of using board game in teaching speaking:

- Students can not be watched intensively by the teacher.

- The class will be noisy.

H. Theoretical Assumption

Board game is a game which uses the short question related to the text. From the statement above the writer considers using board game for teaching speaking because it is appropriate with the ability of elementary school students. Referring to the frame of theories, the writer comes to the assumption that in teaching speaking, the technique that can stimulate the students to speaking English is required. The teacher must be able to design the scenario that can keep the students stimulated to practice the topic of discussion.

A game help make the task of learning less boring and tedious. It also makes the students take part in English process.

I. Hypothesis

From the theories and the theoretical assumption which are discussed above, the writer formulates a hypothesis as follows:

- There is an increase of students' speaking ability after being taught through board game.