

## **II. FRAME OF THEORIES**

### **A. Concept of Speaking Skill**

According to Byrne (1984) speaking is oral communication. It is a two way process between speaker and listener and involves productive and receptive skills of understanding. Therefore, in the process of speaking there must be at least two people: one is a speaker who gives information and the other is listener who receives information.

Haris (1974:9) states that speaking is encoding process where people can communicate the ideas, thought and feeling orally. 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 to other people. So, here speaking situation involves a speaker who put a message with words or sentence that has content a listener. Welty (1976), states that speaking is the main skill in communication. Based on these ideas, it is understood that through speaking one can communicate or express what he wants in order to understand one another.

Rivers (1978:162) says through speaking someone can express his ideas, emotions, attentions, reaction, to other person and situation and influence other

person. Furthermore, someone can communicate or express what he wants from other and responds to the speaker. It means that in order to speak or to express one's ideas, the speaker must attend aspects of speaking, in order that the message is understandable to the listener.

Murcia ( 1978:91) says speaking is the primary element of language and it can be developed from the beginning when someone was born, from the first contact with the language. From the statement, we know that speaking develops since one's birth, even though it only occurs for the first language.

Lado ( 1978 : 91 ) defines speaking as the ability to express situation or the ability to converse, or the ability to express a sequence of ideas fluently. It means that in the process of speaking there must be at least two people, one is the speaker and the other is the listener. Based on the ideas, speaking is very important in daily life activities, because we can react to other person and situation and express our ideas, thought and feeling through spoken language.

From the explanation above the researcher assumes that speaking is an ability to express idea, opinion, feeling and emotions to other by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodology.. The language is used to express oneself to be understood by other. Speaking is a process of communication to express our idea among people in society to keep the relationship going well. Welty states that (1976:47) speaking is one of four basic skills of language and it

has important role in daily life because it is the main skill in communication.

Speaking must fulfill these following criteria, they are :

### **1. Pronunciation**

Pronunciation refers to the ability to produce easily comprehensible articulation (Sakur:1987). There are 3 basic of the main range of the teaching technique which can be involved to assist pupils in learning pronunciation. The first is exhortation. Exhortation is the instructions to imitate and mimic, to make such a sound, without father explanation. For example the students say Like/ lek/ and then the researcher asks the students not /lek/ but / laik/. The second is speech training, it is the construction of special games and exercises which entail the use of word or sentence so as to practices particular sounds, sequences of sound, stress-patterns, rhythm, and intonation. The researcher asks the students to practice how to pronoun sentences. The third is practical phonetics which including description of the organ of speech, description of the articulation of sounds, description of stress, rhythm and intonation.

### **2. Grammar**

The study of how words and their component parts combine to form sentences, structural relationships in language or in a language, sometimes including pronunciation, meaning, and linguistic history. Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. Grammar refers it is a kind of regularity of sound structure that nobody could learn language without grammar.

<http://en.wikipedia.org/wiki/Grammar>

### 3. Vocabulary

Vocabulary means the appropriate diction which is used in communication (Syakur 1987). Vocabulary refers to the selection of words that are suitable with content (Harris 1974:68-69). Vocabulary is divided into two parts, close class and open class. Close class consists of preposition, pronoun, conjunction, e.g

And : I like dancing and singing

A : I eat a bowl of meatball

Your : What is your favorite food ?

My : My hobby is riding bicycle

But : I do not like meatball but I like noodle

Open class consists of noun, adjective, verb, adverb, e.g

Noun

I : I love playing badminton

My : My hobby is reading story book

Basketball : Basketball is Rahmi's favorite sport

Verb

Play : Rudi is playing football with his brother

Go : Romi goes to the fields to play football

Makes : Mother makes a cup of coffe for my father.

Adjective

Good : Markus is a good singer

Bore : I always bore if i stay at home alone

#### **4. Fluency**

Fluency is the smoothness of flow with which sounds, syllables, words and phrases are joined together when speaking (<http://encyclopedia.Thefreedictionary.com/fluency>). Brumfit (1984) in Nation sees fluency as the maximal affective operation of the language system so far acquired by the students. Beside that it refers to the one who express a language quickly and easily without any difficulty.

#### **5. Comprehension**

Comprehension the study how well students understand a language, or that helps them to improve their understanding of it, in which they read a piece of writing or listen to someone speaking, and then answer question. Beside that, comprehension is the ability to understand completely and be familiar with a situation, facts, etc. It refers to the ability of understanding the speakers' intension and general meaning.

## Type of Speaking

Brown (2002) classifies the type of oral language in two parts, monologue and dialogue.

### 1. Monologue

In monologue when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcaster, and the hearer must process long stretches of speech without interruptions-the stream of speech will go on whether or not the hearer comprehends. Monologue are divided into two kinds: Planned usually manifest little redundancy and are therefore relatively difficult to comprehend.

Unplanned exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations, can help or hinder comprehension.

### 2. Dialogue

Dialogues involve two or more speakers and can be exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

Brown also provides type of classroom speaking performance, they are:

#### 1. Imitative

Practicing an intonation contour or try to pinpoint a certain vowel sound is an example of imitative speaking. The imitation is carried out not for the

purpose of meaningful interaction, but for focusing on some particular element of language form.

## 2. Intensive

Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. It is *goes one-stop* beyond imitative speaking.

## 3. Responsive

A good deal of students speech in the classroom is responsive short replies to teacher or students-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

## 4. Transactional (dialogue)

Transactional dialogue is carried out for the purpose of conveying or exchanging specific information or idea is an extended form of responsive language. Conversation, for example, that may have more negotiate nature to them than does responsive speech.

## 5. Interpersonal

Interpersonal dialogue carries out more for maintaining social relationship than for the transmission of facts and information. The conversation are little trickier for learners because they can involve some or all of the

following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert “agenda”.

#### 6. Extensive

Extensive monologue is extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

### **B. Concept of Teaching Speaking**

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. Rivers (1978:6) states that speaking is developed from the first context with the language. So, we hate to introduce speaking with the language that we learn, because by speaking we can transfer our idea or thought to other people.

Moreover, Jespersen in Mariani (1978:23) says that the essence of language is human activity on the part of the individual to make himself understood by another. He then adds that language is an activity that permits people to communicate with each other. So, it is clear that communication through language is very important for the people. We cannot only teach what will be spoken but also the situation that we deal it. The teacher teaches speaking by carrying out students to certain situation when the topic has occurred. For instance, the topic is “sport”, the teacher carries out to involve the students activities in this situation. The topic here, must be familiar to the students, so that the ideas and their



organization are clear and the learners have an oral command of the language need to describe the topic.

Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon lose their motivation and interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raise general learner motivation and make the English language classroom a fun and dynamic place.

Teaching speaking is to teach English language learners to :

1. Produce the English speech sounds and sounds patterns
2. Use word and sentences stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which are called as fluency. ( Nunnan, 2003 in Kayi, 2006)

It is clear that speaking is the ability to express one's thought and it is one of the suitable forms of communication. There are several ways of teaching speaking that we can use during teaching learning process. In order to teach second language learners how to speak in the best way possible, the teacher must use speaking activities that can be practiced and applied in the classroom. Short dialogue is one of them.

### **C. Aspect of Oral Ability**

There are crucial component of this skill, among others are pronunciation, fluency and comprehensibility. Kenworth (1987) defines that pronunciation is native speaker (competent user the language) to know how to say a word - that is how to pronounce it. In line with the previous statement, Brown claims (1998) it is important to note, that fluency should never encourage at the expense of clear unambiguous, direct communication. Much more spontaneity is present in communicative classroom. Meanwhile, comprehensibility focuses on the students' understanding of the conversation.

Hedge (2000) also claims that part of speaking the language competently is the ability to produce its sounds in ways that are intelligible to other speakers and he defines fluency as the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation. These aspects of speaking are important for the learners to master English communication.

### **D. Concept of Students' Learning Activities**

Learning activities can be defined as what students do in order to learn in the teaching sessions, courses, and programs. Learning activities are underpinned by what we do as educators, and what we encourage or require students to do as learners, to support them in the achievement of learning outcomes. Douglas in Hamalik (2001: 172) states that "one learns only by some activities in neutral system: seeing, hearing, smelling, feeling, thinking, physical or motor activity. The learner must actively engage in the learning process.

Based on the descriptions above, students' learning activity means any activity done by the students during the teaching learning process. By doing many activities they will gain the knowledge, comprehensions and aspect of behavior to develop their skill that may be meaningful for their social life. According Dierich in Hamalik (2001: 172) learning activities can be classified into 8 groups, they are as follows:

1. Visual activities

It refers to activities which cover the learning through seeing things. Example: reading, observing, demonstrating, looking at the picture, etc.

2. Oral activities

It refers to activities which cover the learning through presenting information according to concepts. Examples: expressing something, asking, discussing, and interrupting.

3. Listening activities

It refers to activities in which the students learn by listening to information delivered orally. Examples: listening to a conversation, a speech, radio, etc.

4. Writing activities

It refers to activities in which the students present information through written form. Examples: writing an essay, paper, summarizing, doing a test, filling out the questionnaires.

5. Drawing activities

It refers to activities in which the students expressing the information by drawing. Examples: drawing maps, graphics, charts, etc.

#### 6. Motor activities

It refers to activities that cover detecting bodily positions, weight, or movements of the muscles, tendons, and joints. Examples: doing an experiment, dancing, farming, etc.

#### 7. Mental activities

It refers to activities which cover the process of generating ideas that are imaginative and clever. Examples: responding, solving problems, analyzing, taking a decision, memorizing.

#### 8. Emotional activities

It refers to activities which enable the students to convey the feeling. Examples: feeling happy, tired, nervous, etc.

### **E. Concept of Teacher's Performance**

Teachers' performance is the way in which a teacher carries out the teaching process and behaves in the process of teaching. So, teacher's performance is any behavior done by the teacher when she/he teaches the students.

Therefore, we understand that in CAR the performance of the teacher is closely related to her/his students' achievement. A teacher must be able to master teaching theories and learning strategies, because students have their own characteristics and different interest. Besides, teacher must have good teaching skills. Based on the observation sheet of teacher's Performance of PLPG (Pendidikan dan Latihan Profesi Guru) there are aspects of looking at teacher's performance or teaching skills during teaching and learning process on Pre activity, while-activity, and post-activity :

## 1. Pre- activities

- a. Doing an apperception. Doing apperception means teacher can correlate the previous material with the material that will be given to the students.
- b. Informing the complete that will be achieved to the students

## 2. While- activities

### a. Mastery of Learning Material

In these activities, teacher must be able to master the learning material which covers showing the mastery of learning material, correlating material with real life, achieving communicative competence, transferring and explaining the material clearly.

### b. Learning Strategy

Besides learning material, teacher is also able to master learning strategies which involve doing teaching and learning process which is suitable with the competence, doing a teaching and learning process which is suitable with students' needs, doing coordinated teaching learning process which can build positive attitudes, doing a teaching and learning process which is suitable with time allocation, emphasizing on teaching the language skills integratedly.

### c. Use of Learning Media

Teacher also must be able to use learning media, because media can stimulate idea, feeling, and students' ability, so that students can get the material easily. In using learning media, teacher must be able to show the

skills in using learning media, producing an interesting message from media, and involving the students making and using the media.

d. Students' Involvement

In students' involvement, teacher must be able to build active participation of the students in teaching and learning process, give positive responses to the students' opinion, facilitate interaction between teacher-student and student-student, show a conducive-interpersonal relationship, and grow students' enthusiasm in learning.

e. Doing an Evaluation

Evaluation is also the aspect that covers monitoring students' improvement after teacher explains the lesson, doing a final evaluation which is relevant to the competence so that the teacher knows whether the competence that will be achieved is accomplished or not.

3. Post- activities

These activities covers the aspects of reflection or making summary of the lesson by involving the students' participation, and doing a follow-up by giving direction or tasks as a remedy to the students.

It is important to observed the teacher's performance during teaching learning process because according to Foster (1976:37), a teacher is a central force that shapes the behaviour of the individual child as well as those of children groups. The teacher's performance covers the teacher's behavior that can be described

according to specific roles that stem from the expectation of society, school, peers, colleagues, and the students themselves.

Foster (1976:3) adds that the qualified and competent teacher must have mastered the knowledge and skills necessary for the performance of the psychological roles, a teacher must be :

1. A social model

In performing this role, the teacher must be aware that students in certain communities still expected the teacher to be a model for the social values. Thus the teacher is expected through the use of precept and example, to inculcate those moral values, life style, and career goals that have high priority in the community.

2. An evaluator

The way the teacher performs this role can frequently determine how students view themselves. Because they are sensitive about all matters concerning success and failure, the way in which the teacher performs the evaluator role is often more critical than the evaluation itself.

3. A walking encyclopedia

It means a teacher must be able to provide any information needed by the students. In other word, a teacher must be knowledgeable.

4. A moderator

The school teacher portrays the moderator role on many occasion. Especially in this area of personal conflicts, the role must be played objectively.

5. An investigator

This role can be performed in a constructive way by an understanding teacher, or it can result in devastating trauma for students if it is performed in an insensitive manner.

6. An ombudsman

This role provides the support and the encouragement that many students need if they are to overcome difficulties in learning and personal matters. In performing this role, a teacher usually respond by listening to the needs of students in an understanding way.

7. A moral builder

This role is important in the daily instructional program, especially where cognitive learning tasks are concerned. A teacher should build the morale of her students when they feel inadequate, or experience an early failure.

8. A leader of the group

For a teacher, skills in group leadership in the area of classroom management and planning for instruction. At this point, group leadership is a critical role for the teacher to perform.

9. A substitute parent

A teacher acts as a parent for many students. With very young children, the teacher frequently must assist the students with personal attire, as well as to perform a number of essentially psychomotor tasks.



#### 10. A friend

A teacher must be able to make friends with the students but it is not necessary to be too friendly with them because he will find it difficult to be objective with them.

Meanwhile, in instructional roles a teacher must be able to perform the following roles:

1. A planner for learning and instruction
2. A facilitator of learning and instruction
3. An evaluator of learning and instruction.

Considering the important role of a teacher, the researcher intends to observe the teacher's performance when she teaches speaking by using Simon says game technique. The main tools for assessing the teacher's performance are observational schedules and rating scales. In this action research, the researcher will use an observation sheet in which there are some aspects that will be scored, the aspects cover the teacher's performance in pre activity, while activity, and also post activity.

#### **F. Concept of Game**

A game is an activity with rules, goal and an element of fun. There are two kinds of game: competitive game, in which players or team race to be the first to reach the goal and cooperative game in which players or teams work together toward a common goal Hadfield (1986:4). Rodger (1981:1) states that the use of game can

develop activities to make students forget that they are in class that is to relax the students by engaging them in stress-reducing tasks.

There are so many games which are used as the technique of teaching nowadays, especially in teaching English as a foreign language. A game is a kind of teaching aids that can be applied to the class. Game can develop activities to make the students forget that they are in the class and also make them relax to learn the subject. (Nation, 1990:19) who stated that it is an activity that will give fun to the students.

There statement point out two important functions of using games in teaching and learning process. First, games as a tool of teaching make teacher easier in presenting the materials. Second, by engaging the students in a game give them pleasure and kill the students' boredom and laziness. The writer assume that a game can make the teaching learning process runs more enjoyable and meaning full. A game makes learning fun so the students pay more attention because they are enjoy by themselves.

According to Naion (1990:24) the characteristinof a good game are :

1. Game should be suitable to student's level
2. Game should motivate students to enlarge their vocabulary
3. The materials of the game should challenge for the students.

In order to make a good planning of teaching and learning, it is necessary for the teacher to know the advantages and disadvantages of game. Thus, the process of teaching and learning run smoothly and achieve the target of study.

The advantages are:

1. Students are able to learn how to solve problems in which they are involved
2. Students are satisfied when they find and sense new ideas and concepts are formulated.
3. Game can create a big interest through realistic participation, because this game involves the students directly

The disadvantages are:

1. Students are interested in the game, not in the subject matter the game represents.
2. The game is time consuming
3. The game requires only a few people to play.

### **G. Concept of Simon Says game**

Simon Says is a game for three or more players where one player takes the role of 'Simon' and issues instructions, (usually physical actions such as 'jump in the air' or 'stick out your tongue') to the other players, which should only be followed if prefaced with the phrase 'Simon says', for example 'Simon says jump in the air'. Players are eliminated from the game by either following instructions that are not immediately preceded by the trigger phrase or by failing to follow an instruction which does include 'Simon says'. It is the ability to distinguish between valid and invalid commands, rather than physical ability, that usually matters in the game, and in most cases, the action only needs to be attempted, rather than completed accurately.

Actually, Simon says game is game which need speaking and also listening ability. In this game, one person act as a Simon who speak some command and the other person act as a listener. So, maybe this game needs listening and also speaking ability. But, when i used this game in my class, Simon act as a speaker so this game is concern more about speaking ability than listening one. But of course listening ability is also needed in this game activity.

The object for the player acting as “Simon” is to get all the other players “out” as quickly as possible, and the winner of the game is usually the last player who has successfully followed all of the given commands.

A command starting with "Simon says" means the players must obey that command. A command without the beginning "Simon says" means do not do this action. Anyone who breaks one of these two rules is eliminated from the remainder of the game. It is also often played that anyone who talks is eliminated.

There can be very complex and difficult command chains, such as "Simon says: Arms up. Simon says: Arms down. Arms up." Anyone ending with their arms up is eliminated, because you can not obey a command without beginning with "Simon says".

## **H. Teaching Speaking Through Simon Says Game**

Based on Klippel (1984) the procedure of playing Simon Says game is divided into three terms: pre activity, while activity and post activity. Here are the procedures of teaching speaking through Simon says game:

### Pre activity

1. Teacher greets the students.
2. Teacher checks the students' attendance list.
3. Teacher gives leading questions or brainstorms the students related to the materials that they are going to learn.

Have you ever made a party?

Who did you invite to come?

Who were they?

How did you invite them?

4. Students share their opinion.

### While activity

1. Students are explained about the material that they are going to learn, that is expression of accepting and refusing invitation.
2. Students are explained some expressions of accepting and refusing invitation.
3. Teacher Gave some examples of the expression and ask the students to repeat after her.
4. Teacher asked the students to write down the expression that they have got from teacher's explanation. Then the teacher asked the students to discuss it.
5. Teacher made sure that the students were already understood about the explanation.

6. The teacher explained about technique of Simon Says game and how to play it.
7. After that the teacher divided the students into groups. One group consists of 4-5 students. In each group, the teacher gave them 4-5 cards which contain instruction about accepting and refusing invitation.
8. The first students in each group who can create the right expression of the cards instruction is selected to be Simon.
9. The students who was selected to be first Simon took out one card then reads the instruction in it.
10. The other students who could answer the instruction selected to be the next Simon. It goes until all students in each group got their turn to be Simon.

#### Post activity

1. Teacher asks the students whether they face difficulties in teaching learning process
2. Teacher gives comment and evaluates the activity for example by correcting wrong pronunciation, wrong grammatical use, etc.
3. Teacher gives reinforcement to the student.
4. Teacher summarizes the lesson.
5. Teacher closes the meeting.

The procedures above are the steps of conducting Simon Says game with a little modification of the basic ones. They will be implemented in the first cycle. While in the second cycle, the procedures above are more modified in the while activity.

## **I. Theoretical Assumption**

Language is a topic that can not be learnt in one day but must be learnt continuously. Language is used to communicate. To be able to communicate students must speak. So, speaking skill is one of four language skills that students must master. To make students master this skill the teacher should create appropriate technique that can make students interested in following the teaching learning process.

In this research, the writer will focus on teaching speaking by using Simon says game. The writer assumes that Simon says game can help the teacher increase students' speaking ability. In addition, by using Simon Says the students are expected to be more active in speaking activity and they are encouraged to use English in communication.