

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Speaking

##### 1. Definition of Speaking.

There are four skills that must be mastered by students, which are listening, speaking, reading, and writing. According to Jeremy Harmer, the four skill are divided into types. Receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skill where students actually have to produce language themselves.<sup>1</sup>

Speaking is a very important skill. As human being, we need to socialize with one another. One way to socialize is to communicate. There are some ways to communicate. One of the ways of communication which used most frequently in human's daily life is speaking. We can communicate our feelings, ideas, or just information we have to others directly by speaking. Thus without an ability to speak well we cannot tell others clearly what ideas we have in mind, what information we have or even what is our opinions toward something.

The term speaking has many definitions. Some linguists give definitions of what speaking is. "Speaking is productive skill

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching (Fourth Edition)*, (England: Longman, 2002), p. 265

in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words”.<sup>2</sup> Nunan defines speaking as an ability to carry out a conversation in the language.<sup>3</sup> It means that a good conversation will occur if people have ability in using good language or good speaking thus people can add to their understanding toward each other, they encouraged to express their ideas or opinion by their own language.

McDonough and shaw said “Speaking is a skill used by someone to produce utterance when genuinely communicates may involve expressing ideas and opinions, expressing a wish or desire to do something, negotiating and/or solving a particular problem; or establishing and mantaining social relationship and friendship.”<sup>4</sup>

In line with the definition above, Cameron state, “Speaking is the active use of language to express meaning so that other people can make sense of them. Therefore, the label of productive use of language can be applied to speaking”.<sup>5</sup> From this definition, the writer sees that speaking is a productive skill, speaking is not just saying something through speech organs, speaking is thinking how to articulate our ideas through words.

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<sup>2</sup> British Journal of Art and Social Sciences, <http://www.bjournal.co.uk> BJAS.aspx. Vol II No.1 (2011), p. 38.

<sup>3</sup> David Nunan, *Language Teaching Methodology; A Textbook for Teachers*, (Edinburgh: Longman Pearson Education, 1998), p. 39.

<sup>4</sup> Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*, Second Edition, (Oxford: Blackwell Publishing Ltd, 2003), p.157

<sup>5</sup> Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), p. 40.

From the four definitions above, it can be synthesized that speaking is the ability to express our ideas, feelings, or opinions orally in a conversation. It is a productive skill because when we speak something it means that we think about something. A good speaking event is when the delivered messages can be understood and is needed by the listener.

## **2. The Objective of Speaking**

Speaking is a purposeful activity. Just like other activities such as listening, reading, and writing. We have reasons and objectives in speaking, the objective of our speech can define the strategy we use to do it. Just as stated by Richards and Renandya that Speaking is used for many different objectives and each objective involves different skill, the different objectives of speaking are as follow;

- a. In casual conversation, for example, our objective may be to make social contact with people, to establish rapport, or to engage in harmless chitchat that occupies much of the time we spend with friends.
- b. When engage in discussion with someone, the objective may be to seek or express opinions, to persuade someone about something, or to clarify information.
- c. In some other situations, we use speaking to describe things, to complain about people's behavior, or to make polite request.

Each of these different objectives for speaking implies knowledge of the rules of how spoken language reflects the context or situation in which speech occurs.<sup>6</sup>

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<sup>6</sup> Jack C Ricahrds and Willy A Renandya (*eds.*), *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 201.

### 3. Elements of Speaking

According to Jeremy Harmer, there are elements which are recognized in speaking skill. These elements explain that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”. Elements which are categorized as language features are as follows:

a. Connected speech

To be able to use connected speech is the ability to modify sounds when we speak. To modify sounds are by modifying (assimilation), omitting (elision), adding (linking *r*), or weakening (through contractions and stress patterning).

b. Expressive Devices

Expressive Devices is the use of pitch and stress, vary volume and speed, and the use of paralinguistic (physical and nonverbal language) in producing utterance in order to convey the true meaning of the message meant by the speaker. By using expressive devices, speakers will be able to show their feeling to whom they are talking to.

c. Lexis and Grammar

The ability to select the appropriate words and to use different phrases in different contexts when we speak is very important, because sometimes there is an utterance which should be said differently when we speak in different situations and to different addressees. Therefore, it is very important for learners to know a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, expressing shocks etc.

d. Negotiation Language

We use negotiation language to give clarification or reformulate what we are saying in order to be clearer, especially when we see that we are not being understood. Negotiation language is used because sometimes the listeners did not understand what we have

said. It can be because they did not hear or we talk too fast.<sup>7</sup>

Besides the language features are discussed above, another element which also very important is mental/ social processing.

What include in mental/social processing are as follows:

a. Language Processing

Effective speakers need to be able to process language in their own head and put it into coherent order, so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and proportionally appropriate sequences.

b. Interacting with others

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so. Through information gap activity, learners not only learned to become a good speaker, but also to become a good listener. They trained to be able to interact well as both speaker and listener in a conversation. Learners is trained to speak to each other in terms of how formal to be, what kind of language they can use, and how loud to speak by considering who their participants are, and they also trained to be able to decide when each person should speak, or have chance to take turn to speak.

c. Information Processing

Quite apart from our response to others' feeling, we need also to be able to process the information they take us the moment we get it. The longer it takes for "the penny to drop" the less effective we are as instant communicators. However, it should be remembered that

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<sup>7</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education Limited, 2001) Third Edition, p. 269-270.

this instant response is very culture-specific, and is not prized by speaker in many other language communities.<sup>8</sup>

To become effective communicators, those elements explained above are very important to be considered. A good speaker should understand the knowledge about language features in speaking such as grammar, diction, knowing how to express while speaking etc. and moreover, is that he need to understand the process of speaking itself. Therefore, all those elements above should be included in every language teaching program in where speaking skills being stressed.

#### **4. Components Underlying Speaking Proficiency**

To be said proficient in speak English, English language learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting with others in different situations and relationships. Those abilities that underlying speaking proficiency is also called as “communicative competence”, Canale and Swain propose that communicative competence includes;

##### **a. Grammatical Competence**

Grammatical Competence is a competence that includes in grammar (morphology, syntax), vocabulary, and mechanics. In speaking, mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. In speaking, the learners must understand how words are segmented into various sounds and how sentences are stressed in particular ways. Thus, grammatical competence enables speakers

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<sup>8</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education Limited, 2001) Third Edition, p. 271.

to use and understand English-language structures accurately.<sup>9</sup>

b. Discourse Competence

Discourse Competence is concerned with intersentential relationship. In discourse, whether formal or informal, the rules of cohesion and coherence apply which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. With discourse competence, learners can manage turn taking in conversation.<sup>10</sup>

c. Sociolinguistic Competence

Sociolinguistic competence is the competence which involves knowing what is expected socially and culturally by users of the target language; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk.<sup>11</sup>

d. Strategic Competence

Strategic Competence refers to the ability to know when and how to begin a conversation, how to take the floor, how to keep conversation going, how to end the conversation, and how to solve comprehension problems in a conversation.<sup>12</sup>

The four competences explained above is essential for English learners to be mastered in order to perform English speaking skill effectively. The components which underlying

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<sup>9</sup> Jack C Ricahrds and Willy A Renandya (eds.), *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 207.

<sup>10</sup> *Ibid.*, p. 207.

<sup>11</sup> *Ibid.*, p. 207.

<sup>12</sup> *Ibid.*, p. 208.

speaking proficiency are linguistic competences and the knowledge of how native speakers use the language in context. The linguistic competences are; grammatical competence, discourse competence, and strategic competence, while sociolinguistic competence is the competence relates to the learners' understanding of how native speakers use language in context.

### **5. Goal for Successful of Speaking**

According to Brown and Yule, “The intention of teaching is that the student should be able to ‘express themselves’ in the target language, to cope with basic interactive skill like exchanging greeting and thanks, apologies, and to express ‘his needs’, request information, service, etc.’”<sup>13</sup>

### **6. Techniques for Teaching Speaking**

Before discussing about the techniques of teaching speaking skill, it is essential to know that based on linguistic study human are born with the ability for acquiring the language. This basic ability is given by God through the existence of human brain. In the early age of human development, the process of acquiring first language begin by receiving language input through the interaction of the language users around them. Furthermore, by the development of their speech organ human

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<sup>13</sup> Brown Gillian and Yule, *Teaching the Spoken Language*, (Cambridge : Cambridge University Press, 1983), p. 27.



begin to produce utterances from the language input which is known as language output.

Based on input and output theory Harmer suggests the three stages of language teaching and learning to teach productive skill such as speaking that aimed for increasing communicative competence: *first*, Introducing new language; *second*, practice; *third*, communicative activities.<sup>14</sup> From that classification can be elaborated that in the first stage teachers should explain clearly the information about the target language including: its meaning, the way to use the language, the grammatical form of the language, then the pronunciation and the written form of the target language. Moreover, in the second stage, teachers should provide a chance for learners to practice the language. In this stage learners will practice to communicate using the target language in more controlled way. Finally, in the third stage teachers should stimulate the communication between learners and learners or between learners and teachers through learning activities. In this activity learners will practice to use the target language in less controlled way or they are allowed to modify the target language based on their own creativity.

## **7. The Objective of Teaching Speaking.**

Since the development of modern world and competitiveness among global countries, the need for developing

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<sup>14</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education Limited, 2001) Third Edition, p. 271.

educational quality in Indonesia seems to be important. The intention for developing Indonesian educational quality can be seen from Educational Ministry serious action on developing Indonesian educational curriculum in simultaneous way.

Teaching is profession. Thus teachers should pursue professional development to sharpen their teaching skills and maintain the quality of profession. Teaching speaking skill is a very important part of first foreign language learning. McDonough said that “ with the recent growth of english as an international language of communication, there is clearly a need for many learners to speak and interact in a multiplicity of situation thorough the language, be it for foreign travel, business or other professional reason.”<sup>15</sup>

However, today’s world requires that the goal of teaching speaking should improve students’ communicative skill because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.<sup>16</sup>

Furthermore, there are some experts’ argumentations about the objective of teaching speaking. Most of them agree that the objective of teaching speaking should be speaking competency or on the other word capability to communicate through the target language.

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<sup>15</sup> Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*, Second Edition, (Oxford: Blackwell Publishing Ltd, 2003), p.156

<sup>16</sup> Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, The Internet TESL Journal, Vol. XII, No. 11, November 2006, (<http://iteslj.org/>).

In *Fluency and its Teaching*, Guillot instructs that fluency on the foreign language point of view is known as a degree in communication proficiency that consists of:

- 1) capability in producing both of spoken and written form of language easily;
- 2) capability in speaking with a good intonation, vocabulary, and grammar;
- 3) capability in communicating idea in an effective way; and
- 4) capability in continuing speech without obstructing the comprehensible of information or breaking the communication.<sup>17</sup>

The statement above elaborates that fluency in speaking considers as a skill or an ability to communicate easily with a good but not necessary perfect intonation, vocabulary and grammar. It also requires both of the ability to deliver an idea in an effective way and the ability to control the conversation flow as good as possible. Therefore, in order to achieve the objective of learning speaking (speaking fluency) learners are required to be able to communicate easily and effectively in the target language.

Furthermore, Colebiowska states that the aim of teaching English should encourage the learners to be able to communicate in English language therefore preparing the learners with a task which concerns with a real-life communication considers as a very important aspect for achieving a successful communication. From that explanation can be concluded that providing learners with real-life communication task can help them developing their

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<sup>17</sup> Marie-Noelle Guillot, *Fluency and its Teaching*, (Clevedon: Multilingual Matters Ltd, 1999), p.26.

communicative skill. This condition occurs as the effect of their familiarity with the communication in the target language which also can improve the successful of communication practice among the learners in the class.

On the other hand, the main goal of teaching speaking is oral fluency which defines as the ability to express someone or some idea clearly, wisely, accurately without so much confusion. The argumentation about oral fluency as the objective of teaching speaking derives from the fact that in communication process sometimes people experience a communication breakdown.

Communication breakdown can occur because the listeners uninterested with the topic had been discussed or get impatient to wait the other speakers' responds. Therefore, in order to avoid communication breakdown and to possess the ability to speak fluently, bringing the learners from model imitation stage or drilling practice to the communicative stage or communication practice in less controlled way is very useful for giving the learners an opportunity to do communication practice in the target language and for expressing their idea freely.

In addition, Hammerly reports that most of second-language advocates do not care about students' mispronunciation because it can be reduced through communicative classroom interaction. In contrast with Hammerly's argumentation, the aim of improving pronunciation is not for achieving native alike accent but for achieving accurate pronunciation in order to be understandable and comprehensible enough for other speakers.

The argumentation above up holds the argumentation of communicative approach advocates. They state that in the beginning of learning stage developing learners' vocabulary is considered very important and focusing on the accuracy of language structure production is considered less important because students' mistake in pronouncing words, in using inappropriate affixes, and in making incorrect grammatical sentences will disappear gradually through communicative activity in the class. This condition appears as the result of students' familiarity of the target language structure.

On the contrary, another expert argued that improving students' pronunciation considered very important. Even though the aim of improving students' pronunciation not to achieve native alike pronunciation but improving students' pronunciation is important to achieve a successful communication activity among the speakers and to avoid misunderstanding between them as the result of mispronouncing words.

In consequence, some of experts' argumentations about the objective of teaching speaking which have been mentioned above lead to the conclusion that most of experts agree that the objective of teaching speaking is developing communication competency or fluency in speaking. On the other hand, cannot be neglected that some of speaking sub-skills also give some contributions to the successfulness of communication even though these subskills are not the main objective of teaching speaking. The argumentations about the objective of teaching speaking according to the experts actually in line with the

objective of teaching speaking in Indonesia that aimed to achieve transactional and interpersonal function.

## **8. The Characteristics of Successful Speaking Activity**

Every teacher expects to accomplish a successful learning process and in order to know whether their learning process success or fail, teachers need to know the characteristics of a successful learning process. In *“A Course in Language Teaching”* Ur reports that a successful speaking activity has some characteristic such as:

- a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- b. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- c. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy<sup>18</sup>

Therefore, from the explanation above can be elaborated that in a successful speaking activity learners will talk a lot during the learning process and there is no domination of minority students in speaking activity and every learner

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<sup>18</sup> Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge:University Press, 1996), p. 120.

participate actively during learning process or on the other words learners will equally share the opportunity to talk and to make contribution during learning process.

Moreover, learners' motivation to speak during speaking activity is high because they are interested in the topic being discussed then they want to give an active contribution in order to accomplish learning objective. The last characteristic is learners' mastery of acceptable language level which means that learners' language are easy to understand with the other participants and they level of language accuracy are good enough.

In addition, McDonough and Shaw stated: "successful completion of this type of activity (communication game activity) clearly depends on the effective communicative use of the language and of the sharing of information amongs the participants".<sup>19</sup> From that statement can be elaborated that in communication game activity the objective of speaking activity only can be accomplished successfully if learners can communicate effectively through the target language thus with this ability they also can share the information successfully.

In conclusion, based on the elaboration of the experts above a successful speaking activity can be indicated by some characteristic such as the amount of communication that occurs between the learners, learners' active contribution during learning process, learners' motivation to accomplish the learning

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<sup>19</sup> Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*, Second Edition, (Oxford: Blackwell Publishing Ltd, 2003)

objective, and learners' ability to communicate effectively through the target language.

## **B. Definition of Game**

Most of people love to play games because of the joyful and the interesting feeling which provided by games. In *Games for Language Learning*, game defines as an exciting and joyful activity which sometimes challenges its players to play and to interact with others players.<sup>20</sup> Points out the definition of game stated above can be summed up that in spite of exciting and joyful sensation provided by game, it also more emphasizes on the challenging aspect rather than competitive aspect in its activity because in competition students against each other and the strongest party considers as a winner and the weakest party considers as a loser thus the gap between the winner and the loser can decries the loser participation during this activity. In contrast, a challenging activity will inspire the participants to do their best without worrying too much of being not good (loser) in doing this activity.

Moreover, the idea of game as an interesting and joyful activity also supported by the other expert such as Ur; in "*Five Minutes Activities*" Ur and right define game as "amusing item to round off the lesson with a smile."<sup>21</sup> Hadfield define game is "an activity with rule,

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<sup>20</sup> Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, Third Edition, (New York: Cambridge University Press, 2006),p.1.

<sup>21</sup> Penny Ur, Andrew Wright, *Five-Minutes Activity*, (Cambridge: Cambridge University Press, 2007)



agoal and an element of fun.”<sup>22</sup> From that statement can be concluded that game is an entertaining activity which can make learning process full of happiness. When teaching a new language in the class teachers need to include some points such as a new grammatical point, grammatical exercise, or text reading and when those learning points being taught in monotonous technique learners will feel bored; therefore to avoid this problem teachers can initiate to use game as their teaching technique.

Furthermore, Harmer’s explanation about game in “*The Practice of English Language Teaching*” also similar with the explanation that has been mentioned above; Harmer defines games as an important equipment for teachers because of their usefulness for language practice and their relaxing effect for learners.

Moreover, he adds that game can provide a challenging and interesting activity and also capable of cheering up students’ English class even in the end of a long day. From that statement be summed up that games consider as teachers’ important tools in language teaching. This argumentation comes from the usefulness that provided by game such as: the opportunity for learners to practice the target language, game brings joyful feeling while learning a language, game also can make learning activity more challenging and interesting which making learning process more cheerful even at the end of session.

Moreover, game considers also as highly motivated activity because of its amusing and challenging characteristic. Game not only gives students break time from a hard and frustrating learning process

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<sup>22</sup> Jill Hadfield, *Advanced Communication Games*, (Harlow: DP Press, 1996), p.8

but also give them a chance for practicing language skill.<sup>23</sup> From that statement can be concluded that game is very useful because it can motivate students through its challenging and interesting activity, it can give students a break from a hard learning process and an obligation for catching lots of learning points, and it also can give students opportunity for practicing the target language.

In consequence, under pinned the definitions mentioned by some experts above game considers as an interesting and joyful activity which gives a lot of advantages for language learners such as cooperative work among the students, challenging feeling for every learner which can prompt their effort for doing the best to complete their task, and moreover can make learning process becomes an interesting activity which makes their English class more entertaining and provides more opportunity for practicing the target language.

### **1. Kind of Games in Speaking**

Some of educational practitioners and experts such as Harmer, Ur, McDonough, Shaw, and so on agree that there are many kind of games which can be used as speaking activity such as information-gap game, describing pictures, and find someone who game.

#### **a. Information-gap**

One of purpose of communication is interchanging information between the speakers or on the other word there is a gap of information between one speaker and

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<sup>23</sup> Aydan Ersoz, *Six Game for the EFL/ESL Classroom*, The Internet TESL Journal, Vol. VI, No. 6, June 2000. (<http://iteslj.org/>).

the other speaker. Therefore in order to provide communication practice activity to the learners information gap is adopted as one of teaching technique in speaking. According to Harmer information gap is “where two speakers have different bits of information, and they can only complete the whole picture by sharing that information because they have different information, there is a gap “ between them”.<sup>24</sup>

#### b. Describing Pictures

In this activity learners will be divided into small group and each group will be given a picture which can be seen by all of members of the group. Each member will be asked to describe the activities in the picture in a sentence as much as possible and one of their members should write down each sentence.

### C. Find Someone Who Game

Find Someone Who is a kind of game that emphasizes on providing learners with opportunity for oral interaction practice. According to Wright *et al* “*Find Someone Who*” is kind of game which makes language learners asking and answering questions to get information about their peers. In this activity learners should be asked to find out and to report on what some learners have in common with

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<sup>24</sup> Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited, 2007), p.129.

other learner.<sup>25</sup> From that statement can be conclude that “*Find Someone Who*” game (FSW) is a kind of activity that provides the learners with opportunity to use the target language in functional way in order to seek for personal information from their friends.

Some of experts naming FSW game with different name but actually with the same concept. One of expert that gives different name to FSW game is Ur. In her book “*Discussion That Work*” Ur explains about a kind of activity named “*finding things in common*”.<sup>26</sup> In this activity students are divided into pairs and asked to find many things in common as much as they can and retell all the point they got from that activity. She suggests that this activity shouldn’t be done on a very long time and to avoid boredom while explaining the points. She suggests each group to make a simple statement about how many points they have already found during the activity. From that statement can be concluded that FSW can provide communication practice opportunity for each learner.

In this activity learners are demanded to use the target language in more natural and communicative way which at the same times this activity also provides an interactive drilling activity because in this activity learners have to repeat the use of some language points. Meanwhile, the expert suggests that this kind of activity is not suitable for long-lasting activity in order to avoid learners’ boredom during the activity.

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<sup>25</sup> Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, Third Edition, (New York: Cambridge University Press, 2006), p.16.

<sup>26</sup> Penny, Ur, *Discussion that work: Task Centered Fluency Practice*, (Cambridge: Cambridge University Press, 1981), p.27

Furthermore, Harmer explains that FSW game is an activity which is designed to provide a specific language practice in joyful and active way. In this activity students are given a number of different questions and asked or questioning each other in order to know their partner well especially if the students in the class are new friends.<sup>27</sup>

From that statement can be summed up that FSW game is recommended for new class activity because it provides the opportunity for sharing personal information and for knowing each other in more comfortable interaction. On the other hand FSW game also provides the opportunity for doing some repetition practice of specific language points in more communicative way.

Moreover, “*Find Someone Who*” is also considered as a kind of search game that includes two-way of information gap activity in which every learner has special information. In this game learners are given an empty table with some simple instructions that should be filled by the name of friends or sort of information based on the instruction. They can circle around the class and seek for the information to complete their task and at the same time to help their friends completing their own task too.<sup>28</sup>

The statement mentioned before shows that FSW game is an interesting activity which provides the opportunity to use the target language in more interactive way. In this activity students have to circle around the class in order to find special information from their

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<sup>27</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition, (New York: Longman Publishing, 1991)

<sup>28</sup> Luu Trong Tuan, Nguyen Thi Minh Doan, *Teaching English Grammar Through Games*. Studies in Literature and Language Vol. I No. 7, 2010, (www.cscanada.org), p. 68.

classmate; moreover, in this activity learners are being taught to work cooperatively with their classmate in order to complete their task.

Even though some educational experts gave different name to “*Find Someone Who*” game, the basic concept of this activity is similar. This kind of game concerns on finding some similar or common information from their friends and at the end of the activity they will be asked to tell and or to sum up the point of information they already found during the activity to the class. Moreover, most of experts agree that this kind of game shouldn’t be over used during learning process because it can cause learners’ boredom.

#### **D. Benefits of Using “*Find Someone Who*” Game**

According to the experts ,”*Find Someone Who*” game is a kind of game which being used as icebreaker or warmer activity; therefore as a warmer activity FSW known also as an activity that gives more focus on inviting students to participate actively and to do the best for completing their task rather than challenging them with competitiveness activity.

Moreover, based on experts argumentations there are some benefits of using “*Find Someone Who*” game as a technique for teaching speaking:

- a) Making learners feel comfortable to share their personal information with others and making them feel confident with themselves.
- b) Increasing learners’ focus on language lesson and making learners more communicative during learning process.

- c) Making learners enjoy working with others or on the other words increasing learners' cooperation during learning process.<sup>29</sup>
- d) Encouraging the practice of specific language points in joyful and active way.
- e) Providing students with precious language practice which emphasizes on practicing oral strategy such as describing, predicting, simplifying, and asking for feedback trough game-base activity.

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<sup>29</sup> Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, Third Edition, (New York: Cambridge University Press, 2006), p. 11.