

CHAPTER II

THEORETICAL FRAMEWORK

A. SPEAKING SKILL

1. Definition of Speaking

Teaching English as foreign language to students in Indonesia is not easy, especially teaching speaking. They already have the language that they use every day. These languages are Indonesian and their regional language, such as Javanese, Sundanese, Malay, etc. Teaching speaking in English has its own challenges for teacher because students are used to using their daily language. To find out what speaking is, the following is a description of some experts.

“Speaking” comes from word “speak”. In the Oxford Dictionary, “speak” means talk to somebody about something, be able to use language, make a speech to an audience, say or state something, etc¹. While in terms of, as what Glenn Fulcher said that speaking is the verbal use of language to communicate with

¹ Victoria Bull, *Oxford Learner's Pocket Dictionary Fourth Edition*, (Oxford: Oxford University Press, 2008), 426.

others.² He added that speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating. In speaking, communication is very influential on the improvement of the speaking ability. The speaking ability will increase through communicating with other people by using verbal language.

Besides that, Cameroon states that speaking is the active use of language to express meanings so that other people can make sense of them.³ To speak in order to share understandings with other people requires attention to precise details of language. A speaker needs to find the most appropriate word and the correct grammar to convey the accurate and precise meaning, and needs to be approved so the listener will understand. Therefore, speaking is much more demanding about the way to communicate the speaker's meaning to listener. Because of speaking is very demanding, it requires careful and plentiful support of various types, not only supporting understanding, but also supporting production.

² Glenn Fulcher, *Teaching Second Language Speaking*, (New York: Routledge, 2003), 23.

³ Lynn Cameroon, *Teaching Language to Young Learners*, (New York: Cambridge University Press, 2001), 40.

Moreover, David Nunan also said that speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning.⁴ The almost same meaning is also said by Douglas Brown. He stated that speaking is a productive skill that can be directly and empirically observed. Speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse⁵. Speaking is also closely related to auditory, temporary, immediate reception, prosody (rhythm, stress intonation), immediate feedback, planning and editing limited by channel.⁶ Therefore, when someone speaks he needs a quick reflex to choose the right utterances to convey his meaning.

Speaking also explained in Al-Qur'an surah Ar-Rahman verses 3-4:

(3) خَلَقَ الْإِنْسَانَ (4) عَلَّمَهُ الْبَيَانَ

⁴ David Nunan, *Practical English Language Teaching First Edition*, (New York: McGraw-Hill Companies, 2003), 48.

⁵ H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, (New York: Longman, 2004), 140.

⁶ David Nunan, *Practical English Language Teaching First Edition*, 48.

The meaning: (3) He created man. (4) He taught him eloquent speech.

(55:3-4)⁷

Based on the verses of Al-Qur'an above, it is said that Allah created human and taught human speaking well. It means that our ability come from God. We as humans only need to explore our abilities that have been given by God.

From all those definition, it can be stated that speaking is productive skill that produces utterances by using verbal language that needs the appropriate word to convey the accurate and precise meaning.

2. Type of Speaking

According to Douglas Brown, much of our language teaching energy is devoted to instruction in mastering English conversation. Whereas, the other forms of speaking are also important to learn in language teaching.⁸ He classified the types of spoken language as the figure below.

⁷ Muhammad Taqiuddin Al-Hilali and Muhammad Muhsin Khan, *Translation of The Meanings of The Noble Qur'an in English Language* (Madinah: King Fahd Complex for The Printing of The Holy Qur'an), 728

⁸ H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*, (San Francisco: Longman, 2000), 250

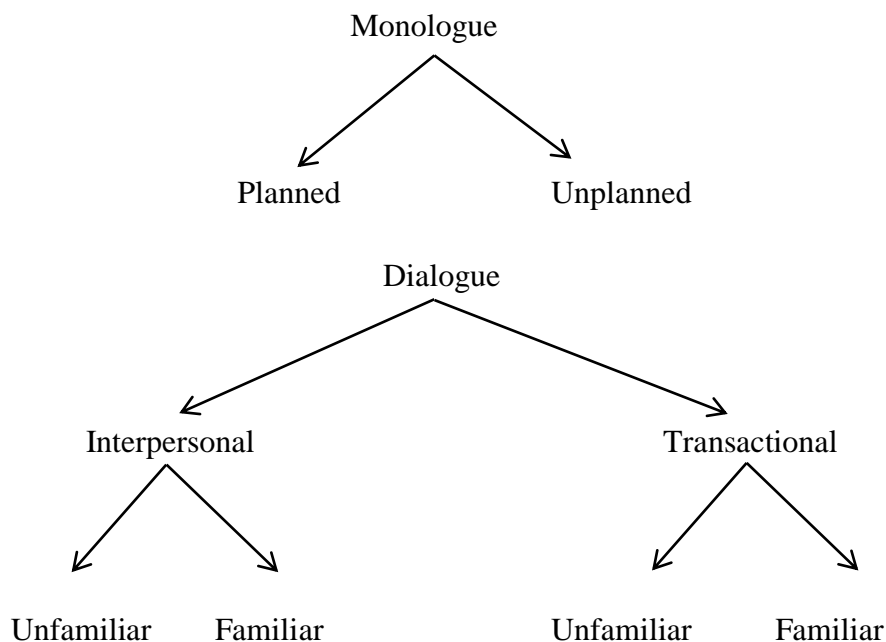


Figure 2.1 Classification of Speaking

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, etc, the hearer must process long stretches of speech without interruption. Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend (such as speeches and other prewritten material). Unplanned monologues exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations can help or hinder comprehension.

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

Douglas Brown also stated that there are some types of classroom speaking performance.⁹ They are:

- a. Imitative. It is simply ability to parrot back a word or phrase or sentence. Pronunciation is the main aspect of this type. For example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing some particular element of language form.
- b. Intensive. It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. Examples include directed response tasks, reading aloud, sentence and dialogue completion, etc.

⁹ H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*, 271

- c. Responsive. It is included interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.¹⁰
- d. Interactive. It is almost the same as responsive. It is just that interactive is longer and more complex than responsive. It can take the two specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.
- e. Extensive. This type is usually done by students at intermediate to advanced levels, because this type is related to monologue that can be planned or impromptu.¹¹ It includes speeches, oral presentation, story-telling, etc.

According to explanation above, the researcher uses one of types of classroom speaking performance. She uses responsive speaking in this research. Because according to H Douglas Brown, a good deal of student speech in the classroom is responsive, for example short replies to teacher or student initiated

¹⁰ H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, 141.

¹¹ H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*, 274.

questions or comments.¹² Responsive speaking is a very short conversation that has a stimulus in the form of spoken prompt (in order to preserve authenticity), with perhaps only one or two question or retorts. It included simple request and comments, standard greeting or small talk, etc.

3. The Function of Speaking

According to Richard, there are three function of speaking. They are talk as interaction; talk as transaction; talk as performance.¹³ Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. This speaking activity occurs because two people construct a conversation jointly. Besides that, it also can reflects the role relationship, reflects the degree of

¹² H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*, 273.

¹³ Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice*, (New York: Cambridge University Press, 2008), 21.

politeness, uses many generic words, and can occur in casual or more formal conversations, depending on the circumstances.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. According to Burns quoted by Richard, there are two types of talk as transaction. The first type involves situations where the focus is primarily on what is said or achieved (e.g., asking someone directions). The second type is a transaction that focuses on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

c. Talk as performance

Talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. It tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. The examples

of talk as performance are: conducting a class debate, giving speech of welcome, making a presentation, giving a lecture, etc.

B. SNAKE AND LADDER GAME

1. The History of Snake and Ladder Game

The Snake and Ladders is a game that was created in the second century B.C. and has been developed by the Hindus. At that time, a game aimed to teach their children morality lessons where snakes are a bad sign and ladders represent good values. But for a long time, this game has become one of traditional games in Indonesia even though there is no detailed information about its appearance in Indonesia.¹⁴ And nowadays, the game can also be used as a tool to educate, entertain, and build the interactive communication among players.

¹⁴ Suppiah Nacchiappan, Nurain Abd. Rahman, Harikrishnan Andi and Fatimah Mohd Zulkafaly, "Snake and Ladder Games in Cognition Development on Students with Learning Difficulties", in *Review of Arts and Humanities*, Vol. III, No. 2 (June, 2014), 220.

2. Definition of Snakes and Ladders Game

Snake and Ladder game is one kind of a board game that widely known by the people. It is a lucky game played by two or more players on board game with numbered grid squares. Based on *Oxford Learner's Dictionaries*, "Snakes and Ladders game is a children's game played on a special board with pictures of snakes and ladders on it. Players move their piece up the ladders to go forward and down the snakes to go back".¹⁵

According to *English Collin Dictionary*, "the snake and ladder game is a game that is played with boards and dice. If you get a ladder, you go up the stairs, and you progress quickly. But if you get a snake, you have to go backward".¹⁶ So, a ladder provides a short cut to a square nearer the "Finish" square and a snake obligates the players to return to a square nearer the "Start" square. Moreover, according to Lalos said that "Snakes and Ladders Game has some

¹⁵ "Oxford Learner's Dictionaries", December 6, 2018, <http://www.oxfordlearnersdictionaries.com/definition/english/snakes-and-ladders?q=snakes+and+ladders>

¹⁶ "Collins English Dictionary", February 7, 2019, <http://www.collinsdictionary.com/dictionary/english/snakes-and-ladders>.

objects, these are snakes, ladders, and dice.”¹⁷ While, Debby and Edy also stated that “Snakes and Ladders is a board game for children that are played by two or more people, inside the board of games there are small boxes and in some boxes there are a number of ladders and snakes interconnecting with other boxes”.¹⁸

From the explanation above, it can be conclude that the snakes and ladders game is a game that is played by two or more people using dice and board that have small boxes containing numbers and picture of snakes and ladders that are interconnected with each other. If player gets a snake box, the player is required to go down according length of snake, whereas if the player gets a ladder, he is allowed to go up according to length of the ladder.

3. Materials in Playing the Snakes and Ladders Board Game

There are some materials in playing the Snakes and Ladders board game. They are dice, game board, and counters.¹⁹ The counter will be used as a marker

¹⁷ P. Lalos, F. Lazarinis, D. Kanellopoulos, “e-Snakes and Ladders: A hypermedia educational environment for portable device”, *International Journal of Mobile Learning and Organisation*, Vol. x, No. x, xxx, (January, 2009), 7.

¹⁸ Debby May Puspita, Edy Surya, “Development of Snake-Ladder Game as a Medium of Mathematics Learning for the Fourth-Grade Students of Primary School”, *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, Volume XXXIII, No 3 (2017), 293.

¹⁹ Meipina, “The Application of Snakes and Ladders Game in Teaching Vocabulary”, 381.

for a player to be put on the board. The counter can be stone, seeds, plastics counters, or buttons. The dice is a small-six cube with one to six dots on its side. The dice will decide how many steps the players will move. The game board is where the players move the counter. The track of the game consists of some squares that start from “Start” and end on “Finish”. Basically, the size of the grid (most commonly 8x8, 10x10 or 12x12) varies from board to board, as do exact arrangement of the snakes and the ladders, both of these may affect the duration of game play.

In this research, the researcher will still use the original snake and ladder but in electronic form. She will use smartphone to play the game. And she also will use the paper instruction that must answered by the students with their own expression based on the paper. The one who reaches the “Finish” square first is the winner.

4. Rules of Playing the Snakes and Ladders Game

The Snakes and Ladders board game has some rules. They are:

- a. Every player must begin the game at the compartment number 1 and ended in the compartment number 100.

- b. There are certain amounts of snakes and ladders located on particular parcels on the board.
- c. Each player will be represented by a piece of dice and a few objects.
- d. Snakes and ladders of various sizes are being used whereby the snake will cause the players to take a few steps of backward compartment and the advanced players will make some forward compartment.
- e. Each player must throw the dice in order to determine the highest value during the first round of the game.
- f. The player gets a turn to throw the dice again when getting number six and move forward to the appropriate compartments according to the figures shown.
- g. There can be more than one object that represents the players in a parcel.
- h. If the player is in the box with the snake, the player must go down to the box indicated by the head of the serpent.
- i. If the player is in the box with the ladder, the player must move to the boxes indicated by the peak of the ladder.

- j. The player who made it to the box of 100 will be the winner of this game²⁰.

But in this research, there are some modifications to make the students more improve their speaking. They are:

- a. Make some groups consist 5-6 students.
- b. Each group makes the circle.
- c. Put the playing piece on the start square.
- d. Decide who is going to start and next player.
- e. First player rolls the dice and moves forward according the number of the dice.
- f. Take the paper instruction.
- g. Do the instruction and the other member of group check the player expression. (If student says the correct answer, he/she can go forward one step. But if he/she says the wrong answer, he/she have to go backward one step)

²⁰ Suppiah Nacchiappan, Nurain Abd. Rahman, Harikrishnan Andi and Fatimah Mohd Zulkafaly, "Snake and Ladder Games in Cognition Development on Students with Learning Difficulties", 221.

- h. Continue the playing, roll the dice again.
- i. Player gets snakes; turn off from the snake tip until the snake's tail.
- j. Player gets ladders; turn on from bottom of the ladder until top of the ladder.
- k. To finish you have to land directly on the square last square.

The researcher arranges the rule because she wants to relate the game with students' speaking skill improvement and because the snakes and ladders game that is used by researcher is electronic snakes and ladders game.

5. Benefits of Snake Game Ladder in Learning

Like other media, the Snake and Ladder media also has several benefits. According to Debby and Edy, the benefits of Snake and Ladder game in learning are:

- a. Movable images of pawn can attract students' attention, and students can play an active role in moving such objects. This shows that students are involved not only intellectually but also physically.

- b. Learning can be arranged according to the need that is individually or in groups. In group learning students can work together in completing the tasks assigned by the teacher.
- c. Snake-ladder games can be used in teaching and learning activities because these activities are fun for students so that students are interested to learn while playing.
- d. Students can participate in the learning process directly.
- e. The snake-ladder game can be used to help all aspects of student development, one of which develops the intelligence of mathematical logic.
- f. Snake-ladder games can stimulate students to learn to solve problems.²¹

In conclusion, they are the benefits of Snake and Ladder Game in learning:

- Providing knowledge to the child through the process of learning to play while learning.
- Stimulate the development of thinking power, creativity, and language to be able to cultivate the attitude, mental, and good morals.

²¹ Debby May Puspita, Edy Surya, "Development of Snake-Ladder Game as a Medium of Mathematics Learning for the Fourth-Grade Students of Primary School", *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 293.

- Create an exciting environment, provide a comfortable situation, and fun.
- Improving the quality of children's learning in psychomotor, language, intellectual, moral, social, and emotional development.

C. CLASSROOM ACTION RESEARCH

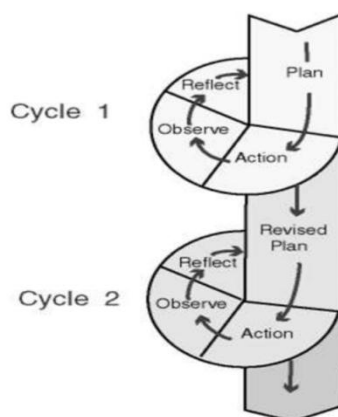
According to David Nunan, action research is simply a form self-reflective enquiry undertaken by participants in order to improve the rationality and justice of their own practices, their understanding of those practice and the situation in which the practices are carried out.

He also defined that action research as a systematic, iterative process of identifying an issue, problem, or puzzle that will be investigated in certain context; thinking and planning appropriate action to address that concern; carrying out the action; observing the apparent outcomes of the action; reflecting on the outcome and on other possibilities; repeating these steps again.²² Action research focuses on issues that are specific and personal to teachers in their own

²² David Nunan, *Exploring Second Language Classroom Research*, (Boston: Heinle Cengage Learning, 2009) 226-227.

classroom and schools, with the primary foal of development of the teacher and effective teaching practice.²³

Methodologically, Kemmis and Mc Taggart stress that action Research should be envisaged, not as a linear procedure, but as a cyclical and spiraling process achieved through.²⁴



Picture 2.1. The Cycle of Action Research.²⁵

²³ Glenda Nugent, Sakil Malik, and Sandra Hollingsworth, *A Practical Guide to Action Research for Literacy Educators*. (Washington: International Reading Association, 2001) 4.

²⁴ Anne Burn, *Doing Action Research in English Language Teaching A Guide for Practitioners ESL*, (Sydney: Macquarie University, 2009) 19.

²⁵ Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999) 33.

a. Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvement in a specific area of the research context. This is a forward-looking phase where you consider:

- 1) what kind of investigation is possible within the realities and constraints of your teaching situation; and
- (2) what potential improvement you think are possible.

b. Acting

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time.

c. Observing

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use “open-minded” tools to collect information about what is happening.

d. Reflecting

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly.

D. PREVIOUS STUDY

Speaking skill is skill that is often become a variable for several researches. As well as Snakes and Ladders game, it is one of game commonly used to improve student achievement in class. There have been several studies that have been done before about speaking skill and snakes and ladders game. The results of those studies are presented as follows:

1. This study is about the improvement of students' speaking skill in English lesson by using action learning strategy at VIII-A Grade of MTs PAB 1 Helvetia". This research aimed to improve the students' speaking skill in English lesson by using action learning strategy. This research was conducted by using Classroom Action Research (CAR). The subject of this research was VIII-A grade of MTs PAB 1 Helvetia 2016/2017 academic year which consisted of 48 students. The objective of this research was to improve students' speaking skill in English Lesson by using Action Learning strategy at

Eight Grade of MTs PAB 1 Helvetia. This research was conducted in two cycles which each consists of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data.

The result of this research showed that there was increasing of students' speaking skill. The mean of pre-test was 59. The mean of post-test 1 was 75.04. The mean of post-test 2 was 82.11. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 up were 4 students (9.09%). In the post-test of cycle 1 students who got point >70 up were 30 students (68.18%). The post-test of cycle 2, students who got point >75 were 38 students (86.36%).²⁶ In other words, the students' ability in speaking improved and became well in the first meeting to the next meeting.

2. This study has entitled The Application of Snakes and ladders Game in teaching Vocabulary at grade seven of SMPN 20 Bandar Lampung by

²⁶ Armasita, *Improving Students Speaking Skill in English Lesson with Action Learning Strategy at Eight Grade of MTs PAB 1 Helvetia*, Skripsi, The State Islamic University of North Sumatera, 2017.

Meipina, University of Bandar Lampung, Indonesia.²⁷ This study was conducted at grade seven of SMPN 20 Bandar Lampung in academic year 2014 which located R.A basyid Labuhan Dalam, Tanjung Seneng. The sample of the study consisted of 30 students with 17 female and 13 male.

The objective of this research were aimed to determine the best technique which could be used to teach vocabulary with snakes and ladders at grade seven of SMPN 20 Bandar Lampung, to investigate how the game was applied in learning process, to analyzed problems in the application of the game, and to identify advantages in the use of the game. Data were collected through observation, interview, and student's questionnaire. The results were driven from observation, interview and questionnaire. The observation investigated the use of snakes and ladders in vocabulary teaching and determined the best technique for the game. The interview analyzed problems in learning process. The questionnaire identified advantages in the use of game.

²⁷ Meipina, "The Application of Snakes and Ladders Game in Teaching Vocabulary", 2nd *International Conference on Educational and Language*, (Bandar Lampung: 2014).

From those studies above, there are similarities and differences between the two studies with this study. From the study (1), there are similarities about skills and research methods, they are about speaking skill and classroom action research, but the difference is that the study uses action learning strategy while this study uses the Snakes and Ladders game to improve students' speaking skill. Besides that, from study (2) there is an similarity about the media used, it is the Snakes and Ladders game, but the study focused on teaching vocabulary while this study focuses on improving student's speaking skill.