CHAPTER II

THEORETICAL FRAMEWORK

A. SPEAKING

1. Definition of Speaking

There are many various definition of speaking from many English language expert but it is impossible to explain all of them. The researcher only choose some definition of speaking and mention the definition of speaking based on her opinion.

Speaking is natural state of language, all of human in this world are speaking, speaking is to express how someone feel, and to connecting each other to have a good conversation.

According to Rebecca in Yohanes's Journal "Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people in languages activities, and it is the prime motor of language change".[1]

According to Nunan "Speaking is the productive aural/oral skill it consist of producing systematic verbal utterances to convey meaning".[2] Its mean speaking is the process that to make an interaction between two people or more including to convey the information or the meaning what people feel, wants and etc.

The characteristics on successful speaking activity according Penny Ur are:

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.

b. Participation is even. Classroom discussion is not dominated by a

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[1] Yohanes Paulus, "Improving Second Semester Students' Speaking Ability Through Story Telling Learning Model", Universitas Timor, Vol. 1, No. 2, (October, 2017), 138.

[2] David Nunan, *Language Teaching Methodology* (Sydney: Macquarie University, 1991), 48.

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.[3]

From the explanation above, the researcher summarize that the teacher must be masterly the material and every students can practice speaking a lot in the classroom because, in that way the students can talk a lot and train their speaking. And the teacher must be creatively to give spirit to their students became the students has power to speak in English.

2. The Importance of Speaking

According to Ihsan "Speaking activities require interaction between a person and one or more others such interactions happen in a natural situation. In these interactions, speakers not only give short sentences to answer question from other people but they also provide interactions that use emotions, creativity, agreement or disagreement, sighing, nodding, gesticulating and so on. So the other person will understand what that person has said".[4] It is mean the students need much practice because to get an easy conversation is to speak fluently and clearly. So the researcher concludes that speaking is very important in this world and for our life because speaking can brought us to the success. Because with speaking, we can communication with the other human.

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[3] Ur Penny, *A course In Language Teaching*, (United Kingdom: Cambridge University Press, 1996), 120.

[4] Muhammad Ihsan, Asnawi, "Using The Participation Point System in Teaching Speaking Skills", English Education Journal, Vol. 9, No. 2, (April, 2018), 182.

3. Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using they currents proficiency to the fullest. Students should try to communicative using English as a function of interactional and transactional with each other.

According to Melendez "speaking EFL is one of the main challenges for a beginner student, and it can leads to frustration for a student at the start of her degree. Hence, it was proposed to conduct a study based on strategies for developing speaking skills at a basic level in order to support and enhance the oral participation of students in their studies".[5] So, if the teacher wants students get fluently in speaking then the teacher should create a creatively practice to students speaking skill. The more student interaction with other the more the students get fluency in their speaking.

From the explanation above, the researcher concludes in teaching speaking, teacher should give more opportunities for students to directly practice their speaking.

4. The Types of Speaking Activity

According to Douglas there are five types of speaking activity they are:

a. Imitative: at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

b. Intensive: a second type of speaking frequently employed in assessment contexts is the production of short stretches of oral

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[5] Asnawi, "Using The Participation Point System". 183

language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

c. Responsive: Responsive assessment tasks include 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.

d. Interactive: the difference between responsive and interactive speaking is the length and complexity of the interaction, which sometime includes multiple exchanges and/or multiple participants.

e. Extensive (monologue): extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is eight highly limited (perhaps to nonverbal responses or ruled out altogether.[6]

5. Speaking Assessment

According to Hughes the criteria of how to measure oral test, the description likely mention in the following the table:[7]

Table 2.1

The criteria students' score

Weighting Table							
Proficiency Description	1	2	3	4	5	6	(A)
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	

[6] H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco State University: Longman, 2004), 141-142.

[7] Arthur Hughes, *Testing for Language Teachers*, (Chambridge : Chambridge University Press, 1989), 111.

Comprehension	4	8	12	15	19	23	
Total	16	33	50	65	82	99	

a. Accent

   1). Pronunciation frequently unintelligible.

   2). Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.

   3). "foreign accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary.

   4). Marked "foreign accent" and occasional mispronunciation which do not interfere with understanding.

   5). No conspicuous, but would out be taken for native speaker.

   6). Native pronunciation, with no trace of "foreign language".

b. Grammar

   1). Grammar almost inaccurate phrases.

   2). Constant errors showing control of very few major patterns and frequently preventing communication.

   3). Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

   4). Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding.

   5). Few errors with no pattern of failure.

   6). No more than two errors during the interview.

c. Vocabulary

   1). Vocabulary inadequate for even the simplest conversation.

   2). Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).

   3). Choice of word sometimes inaccurate, limitation of vocabulary prevents presentation of some common professional and social topics.

4). Professional vocabulary adequate to presented special interest: general vocabulary permits presented of any nontechnical subject with some circumlocutions.

5). Professional vocabulary broad and precise. General vocabulary adequate to cope with complex practical problems and varied social situations.

6). Vocabulary apparently as accurate and extensive as that of an educated native speaker.

d. Fluency

1). Speech so halting and fragmentary that conversation is virtually.

2). Speech is very slow and uneven expect for short or routine sentences.

3). Speech is frequently hesitant and jerky: sentences may be left completed.

4). Speech is occasionally hesitant, with some unevenness cause by rephrasing and grouping for words.

5). Speech is effortless and smooth, but perceptibly nonnative in speech and evened

6). Speech on all professional and general topics as effortless and smooth as native speaker.

e. Comprehension

1). Understand too little for the simplest type of conversation.

2). Understand only slow, very simple speech on common social and touristic topics requires consonant repetition and rephrasing.

3). Understand careful somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

4). Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.

5). Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

6). Understand everything in both formal and colloquial speech to be expected of and educated native speaker.

Here is the description of scoring:

Table 2.2

Description of scoring

Letter	Score	Description
A	81-100	Very Good
B	65-80	Good
C	51-64	Fair
D	41-50	Poor
E	0-40	Very Poor

B. HYPONYMY GAME

1. Definition of Game

According to my opinion game is enjoyable and interesting ways because when the students' get bored in learning English and stuck in lack vocabulary, game can make the students' develop their vocab and spirit again. Andrew said "a game is the activity of the language that formed to stimulate those students to practice active and enlarge vocabulary in their English this game give opportunity to our students to fine out any kinds of situation in the context speaks and writes in English suitable with their vocabulary".[8]

Allen said that "games are helpful because they can make students feel that certain words are important and necessary". [9] Game are effective ways to encourage students to more active in the teaching learning process. Beside that game makes the students more creative, happy and make them interest in learning English.

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[8] Andrew Wright, Games for Language Learning (Australia: Cambridge University Press, 1994), 164.

[9] Virginia French Allen, *Techniques in Teaching Vocabulary*, (Oxford: Oxford University Press, 1983), 52.

2. Definition of Hyponymy

As we discuss in previous part, Hyponymy is included in semantic relation besides antonym and synonymy that can be used to the present meaning. The word "Hyponymy" came from ancient greek it is 'Onoma' means 'name' and hypo is 'under'. So, the explanation is 'the name included under another name' [10]. According to Richard and Schmidt "Hyponymy is a relationship between two words, in which the meaning of words includes the meaning of the other word"[11].

For example:

Superordinate   :   Fish

Hyponyms: Tuna Milkfish Mackerel Anchovy Mujahir   Skipjack
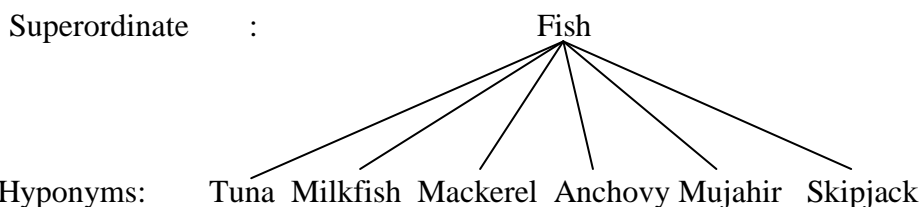
Figure 2.1 (Sketch of Hyponymy)[12]

Looking at diagram, we can say that "Tuna" is Hyponym of "Fish". Because, the meaning of "Tuna" is or included in the meaning of the word "Fish". So we can say that "Fish" are called superordinate (higher level) term. According to Menik "The relation between *cat* and *animal*, *pigeon* and *bird*, *orchid* and *flower*. *Cat* is said to be a hyponym of *animal*, *pigeon* a hyponym of *bird*, and *orchid* a hyponym of *flower*. On the other hand, *animal* is said to be the **superordinate** (also called **hyperonym**) of *cat*, *bird* the superordinate of *pigeon*, and flower the superordinate of *orchid*"[13]. Penny Ur argue that "Hyponyms item that serve as specific examples of a general concept; dog, lion, mouse are

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[10] Abdul Chaer, *Pengantar Semantik Bahasa Indonesia* (Jakarta : Rineka Cipta, 2009),98.

[11] Jack C Richard and Schmidt, *Dictionary of Language Teaching and Applied Linguistics* (Great Britain : 2010), 266.

[12] Chaer, *Pengantar Semantik*, 99.

[13] Winiharti Menik, "Sense Relation in Language Learning", *Humaniora*, Vol. I, No. 1, (April, 2010), 100-106.

hyponyms of animal, Co-hyponyms or co-ordinates: other items that are the 'same kind of thing'; red, blue, green and brown are co-ordinates, Superordinate: general concept that 'cover' specific items; animal is the superordinate of dog, lion, mouse[14].

From the explanation above the teacher in this stage is to present the material clearly about the language they learn. We can give the students new ideas about new word by connecting those word to another word that make students happily and more interest and easily to learn.

3. **How to Teach Speaking Using Hyponymy Game**

According to Luli sari In teaching learning speaking by using hyponym with collaborate with presentation and game. Every single teaching and learning should have a preparation. It is start by a preparation:

a. Prepare some topics such as work, school, holidays, food, college, home, sports, hobbies, animal and seasons.

b. Then write the topic students are to be asked to rewrite the words and add three more words at least. The words should be related each other,

c. The teacher justify whether the words has a correlation.

d. Students showed the words to group and guess what is the topic had been discussed. Others can show theirs.

Table 2.3

Process of Teaching and Learning Hyponymy Game

No	Student Activity	Teacher's Role	Sources
1.	Read the words on the	Give the core word	

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[14] Penny Ur, *Acourse in Language Teaching,* 62.

	white-board.	(Superordinate).	
2.	Write at least three words in each topic on the white-board.	Asked the students to write the subordinate words.	Picture/ Vocabulary
3.	Read more about all words whether they are integrated in general or personal.	Asked the students to practice, correct the students' pronunciation and monitored them.	
4.	Students read their own words.	Checking, monitoring and asking to the students and describing the type of words they wrote.	
5.	Read the words which displayed.	Write the core words and mention the model of the correct spelling and pronunciation.	
6.	Identify the meaning of the words and its spelling.	Students allowed to use dictionary.	Dictionary
7.	Write all the words with their meaning in their note book.	Asked to students to practice more in more pronunciation.	Note book
8.	Play a game with group members by guessing the superordinate which has been delivered.	Supported, Facilitated, Give Opinion and monitored.[15]	

According to Marriene Celce "The teacher could first discuss the chosen words, provide superordinate category headings such as animal and color in circles on the chalkboard, and then help students learn to

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[15] Luli Sari "*Implementation of Hyponym in Improving Students Speaking Skill*". Di Unduh di http://ejournal.unp.ac.id. *an Article* (ISELT-3, 2015).

illustrate the relationships among the words by having them first identify the related words in the text, then draw circles below each category heading connected by associative lines, and finally write the appropriate related words in the circles connected to the heading (e.g., animal connected with puppy and kitten in associated circles; color connected with red, blue, and green in associated circles)[16].
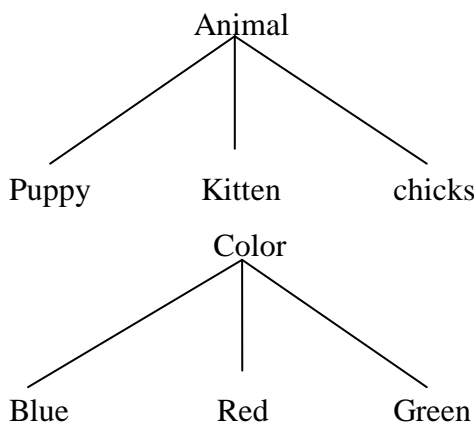
We can conclude in the sketch below:

Figure 2.2 (Sketch of Hyponymy)[17]

Penny Ur has idea how to present new vocabulary that has same concept with teaching vocabulary using hyponymy. She called it "Brainstorming round an idea" that is explained in following statements:

Write a single word in the centre of the board, and ask students to brainstorm all the words they can think of that are connected with it. Every item this is suggested is written up on the board with a line connecting it to the original word, so that the end result is a 'sun-ray' effect. For example, the word *tree* might produce something like the sketch below.

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[16] Marianne, *Teaching English as a second*, 288.
[17] Marianne, *Teaching English as a second*, 288.

Bird

Green   Forest

Climb   Leaf

Branch   TREE   Family

Shade   High

Flowers Trunk Roots
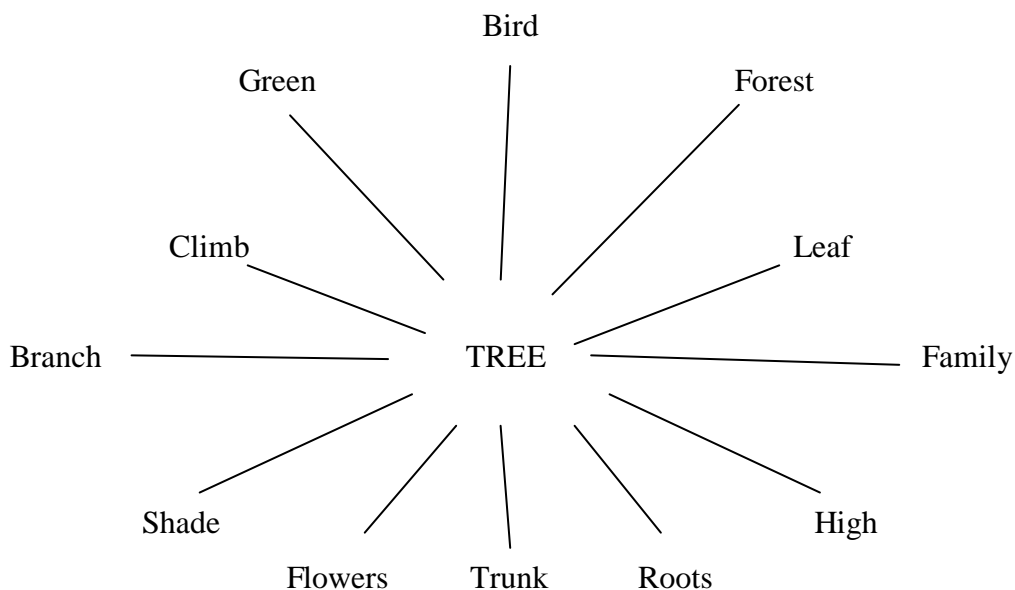
Figure 2.3: Sun ray effect

(adapted from A Course in Teaching by Penny Ur)[18]

4. The Strange of Hyponymy Game

    There are several reason why using this game in this classroom according to Fadilla's experience in teaching hyponymy game[19]:

a. Games are fun and learners will be interested in playing it. Through game, learners will be able to explore some new ways and ideas to learn the material given. Furthermore, learners can interact with their friends while playing a game in teaching learning process and it will make them get closer. So, it will never make students bored to learn English.

b. Games are welcoming break from the usual routines of the language class. They can be use as relaxation of teaching and learning process.

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[18] Penny, *Acourse in Language Teaching,* 69.

[19] Taslim, "an Experimental Study"

c. Easy to understand the material.

d. The students can explore vocabulary through one word.

5. **The Weakness of Hyponymy Game**

According to Fadilla's experience in teaching hyponymy game the weakness of Hyponymy Game as follow[20]:

a. Students only listen in an orderly manner that teachers' explanation

b. Students are not free to create and imagine, they are only focus on the topic

c. Not all topics can be presented with the hyponymy game method.

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[20] Taslim, "an Experimental Study"