CHAPTER II

THEORETICAL FRAMEWORK

A. Speaking

Speaking skill is one of basic language skills that has important role rather than other skills gue its significant and its use for communication. To know how important speaking is, it needs to know what the definition of speaking, the purpose of speaking, the problem with speaking activity, teaching speaking and assessing scoring component speaking. Itwill be discussed in following point

1. The definition of speaking

According to Douglas Brown, speaking is the product of creative construction of linguistic strings, the speaker makes of lexicon, structure, and discourse.[1]

Speaking is the important skill which is used in daily life communication to convey information, and its primary purpose is to establish and maintain social relations. In addition, Siahaan states that speaking is the spoken productive skill. It is the skill of speaker to communicate information to a listener or a group of listeners.[2]

---

[1] H. Douglas Brown, *Language Assessment Principles and Classroom Practice,* (Longman:2004),p. 140.
[2] Sanggam Siahaan, *The English Paragraph,* (Yogyakarta : Graha Ilmu,2008), p.2.

In other words, it can be said that speaking is expressing ideas, opinions or feelings to another person in words or sounds of articulation in order to inform, to persuade, and to entertain.

According to Thornbury, speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more than that.[3] It means speaking is one effective way to interact and communicate among people in social life.

2. The Purpose of Speaking

Speaking is important to tell about something or it needs for other things. We can do speaking in every time. Speaking activities can do in many kinds, such as in the family, in the school and in our environment. Speaking also need when we want to apply a job, conversation with someone else, tell and describe about something. But when we speak in learning speak a foreign language requires more than knowing its grammatical and semantics rules.

Speaking is a skill that enables us to product utterances and product information. The other hand, speaking is saying something not only to another people but also to herself.

---

[3] Scott Thornbury, *How to Teach Speaking,* (Kuala Lumpur : Longman, 2005), p.1-2.

Tarigan said that the main purposes of speaking is to communicate.[4]

The present writer agree with theory above, because without good ability in speaking we can not communicate well. So, the main purpose of speaking is to communicate appropriately, and the writer suggests speaking ability by using media of ludo games.

Futhermore, he said that basically, speaking has three general purposes :

a. To inform

b. To entertain

c. To persuade[5]

That three general purposes of speaking are very important because the essential of speaking is to give an information to other people. As we know that the purpose of speaking is to communicate with people. So, with communication we can convey our ideas, we can inform news, we can entertain people and persuade people effectively. So, the listeners can understand well.

3. Problem with Speaking Activity

Classrom activities can develop learner's ability to express themselves throught speech. It is part an important component of a

---

[4]Hendry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1981), p.. 15.

[5] *Berbicara Sebagai Suatu Keterampilan Berbahasa*., p. 16.

language course. Of course, in the learning process there are some problems with speaking activities, namely:

a. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom: worried about making mistakes, fearful or critism or losing face, orsimply shy of the attention that their speech attracts.

b. Nothing to say

Even if they are not inhibited, you often hear learners complain that they canot think of anything to say: they have no motive to express thenselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk each one will have obly very little talking time. This problem is compounded by the tendency of some learners to dominate. While by others speak very little or not at all.

d. Mother tongue use

In classes where all, or a number of the learners share the same mother tongue, they may tend to use it, because it is easier, because it feels unnatural to speak to one another in a foreign

language, and because they feel less 'exposed' if they are speaking then mother tongue. If they are talking in small group it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep target language.[6]

Basically, although theory above is often happen to students but in this term the writer attempt to minimize the problems of speaking above. So, in this research the writer uses ludo games as media of learning. The present writer provides ludo games as a popular game now which is contain fun and easy in clues statements, this can make the students motivated to speak and clue statements can make students think of anything to say.

4. Teaching Speaking

After talking about the definition, the purpose, and the problem with speaking activitythis paper will discuss about teaching speaking which includes principles in teaching second language, principles of designing speaking techniques, problems in speaking, types of classroom speaking performance, types of classroom speaking performance, and the importance of teaching speaking. Teaching speaking to ESL learners is to:

1) Produce the English speech sounds and sound patterns.

---

[6]Penny Ur, *A Course in Language Teaching*, (United Kingdom: Cambridge University Press, 1991), p. 121

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.[7]

5. Assessing scoring component of speaking

According to Arthur Huges there are five component to measure score speaking they are :[8]

Proficiency Descriptions
Accent
1. Pronunciation frequently unintelligible
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetitions
3. "foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked " foreign accent " and occasional mispronunciations which do not interfere with understanding.

---

[7]David Nunan, *Language Teaching Methodology*, Prentice hallinternational. 2003
[8] Arthur Hughes, Testing For Language Teacher, (New York: Cambridge University Press, 21) P 1231-132

5. No conspicuous mispronunciations, but would not be taken for a native speaker.

6. Native pronunciations, with no trace of "foreign accent".

Grammar

1. Grammar almost entirely inaccurate except in stock phrase.

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

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

4. Occasional errors showing imperfect control of same patterns but no weakness that causes misunderstanding.

5. Few errors, with patterns of failure.

6. No more than two errors during the interview.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.

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

3. Choice of word sometimes inaccurate , limitations of vocabulary prevent discussion of some common professional and social topics.

4. Professional vocabulary permits adequate to discuss special interest; general discussions vocabulary permits discussion of any non-technical 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.

Fluency

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

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

3.   Speech is frequently hesitant and jerky; sentences may be left uncompleted.

4.   Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.

5.   Speech is effortless and smooth, but perceptively non-native in speech and evenness.

6.   Speech on all professional and general topics as effortless and smooth as a native speaker's

Comprehension

1.   Understands too little for the simplest type of conversation.

2.   Understands only slow, very simple speech on common social and touristic topics; require constant repetition and rephrasing.

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

4.   Understands require quit 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 item, or exceptionally rapid or slurred speech.

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

WEIGHTING TABLE							
Accent	1	2	3	4	5	6	SCORE
Grammar	0	1	2	2	3	4	
Vocabulary	6	12	18	24	30	36	
Fluency	4	8	12	16	20	24	
Comprehension	2	4	6	8	10	12	
	4	8	12	15	19	23	
						Total	

6. Speaking Ability

Speaking ability is a combination of two words i.e. 'speaking' and 'ability'. Speaking is the action of conveying information or expressing one's feelings in speech. Ability is a natural or acquired skill or talent. According oxford dictionary ability is possession of the means or skill to

do something. Speaking ability is a condition where a speaker has a capability in using their own subconscious understanding to utter every single sentence.

In order to speak well, they must practice their ability in everyday life. Ranie rahayu said that speaking does not come naturally to us, to speak student have to learn some word, to listen and to read.[9] Therefore, the teacher should give students opportunity to practice their speaking ability by giving activities or example that put them into the real communition. The writer has concluded that speaking is skill, only the owner who has practice.

B. Riddle Game

1. 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 other peoples.[10] Points out the definition of game stated above can be summed up that in spite of exciting and joyful sensation provided by game, it is 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

---

[9] Ranie rahayu, "improving speaking ability by using series of pictures", (Skripsi, UIN Sultan Maulana Hasanuddin, Banten, 2007), P9

[10] Andrew Wright, David Betteridge, and Michael Buckbry, *Games for Language Learning, Third Edition*, (New York: Cambridge University Press, 2006), p. 1.

considers as a winner and the wrest party considers as a looser thus the gap between the winner and the looser can decries the looser 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 (looser) in doing this activity.

Game is "an activity with rule, a goal and an element of fun."[11] 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 few grammatical point, grammatical exercises, 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.

2. **Definition of Riddle Game**

Bartl said Riddle Game is a guessing game that can be used to encourage students' concentration, patience and interests in learning English.[12] It means that Riddle is a game that can be used to teach students in learning English. Collis states that "Riddle game is a fun way to enjoy English and to learn it at the same time. Because of the quirky humour and illustrations, native speakers of English can also laugh at the Riddle,

---

[11] Jill Hadfield, *Advanced Communication Games*, (Harlow: DP Press, 1996), p. 8.
[12] Allison Bartl, *101 quick-thinking games+Riddle for children,* (Germany : Hunter House Publishers, 2008), p.1.

though many will already be familiar.[13] Riddle also fosters a sense of excitement about words and motivates students to be interested in playing while learning.

In addition, Nachtigal states Riddle game are excellent ESL/EFL tools because they require students to practice a variety of language skills in order to find a solution. Riddle require higher level critical thinking skills, which are often underused in language learning, especially in the early stages of language acquisition where a significant amount of time is devoted to memorization and repetition.[14]

According to Andrew Wright riddle game is using simple present of questions and statement. This game usually uses simple present and simple statement which delivered verbally.[15]

Game gives fun element for students in teaching and learning process. In addition, Agoestyowaty says that using game in a learning environment will not only change the dynamic of the class, but it also rejuvenates student and helps the brain to learn more effectively.[16] It means that using game in learning process will make students learn more effectively.

---

[13]Collis Harry, *101 American English Riddle (understanding language and culture through humor),* (Chicago : NTC publishing Group, 1996), p.7.

[14] Sadie, Nachtigal. *How To Use Riddle to Teach English in the ESL Classroom,* (Malang : Universitas Negeri Malang, 2010), *TEFLIN Journal,* Volume 16, No.2, August 2005.

[15] Andrew Wright, David Betteridge, Michael Buckby, *Games for Language Learning, Third Edition,* (UK: Cambridge University, 2006),p.4

[16]Redjeki Agoestyowati, *102 English Game (from A To Z),* (Jakarta : Gramedia Pustaka Utama, 2017), p.xiii.

3. **The Procedure of Riddle Game**

Preparation:

Teacher think of several words (object, place, person or animal) that can be the basis of the riddle and write each on separate card.

Role to apply riddle game:

a. Teacher make students in pair

b. Teacher give a word or picture of card to each couple (in pair just one student have a card)

c. Each pair preparing conversation for their performance riddle game in front class

Example:

Students A : I have riddle game for you. Please guess it!

Students B : Ok.. I'm ready

Students A : It smaller than dog, it faster than a fat dog, it has four legs and tal. What is it?

Students B : Hmm.. could it be a mouse?

Students A : No, I will give you other clue. It eats meat and bones, it can

climb like a squirrel. What is it?

Students B : Yes I know. It is a cat

Students A : That's right

4. **Advantages of Riddle Game**

According to Hapsari the advantages using Riddle game are:

a) Riddle game can increase students' interest to learning speaking.

b) The students are active in learning process.

c) The students pronounce some words well.

d) The students can increase their vocabulary using riddle game.[17]

5. **Disadvantages of Riddle Game**

According to Hapsari the disadvantages using Riddle game are:

a) Riddle game makes the class crowded.

b) Riddle game has limited time.

c) Many words cannot mention in this riddle, it makes students difficult to

retell the story.[18]

---

[17] Minda Tika Hapsari, *Unpublished Thesis : The Application of Riddle Game in Teaching Speaking for the Eight Grade Students of MTsN Kedunggalar Ngawi in the Schooling Year 2014/2015,* IKIP PGRI Madiun

[18] Minda Tika Hapsari, *Unpublished Thesis : The Application of Riddle Game in Teaching Speaking for the Eight Grade Students of MTsN Kedunggalar Ngawi in the Schooling Year 2014/2015*