Chapter II
Theoretical Foundation

This chapter presents the relevant theories that are related to this study. In according with the study of The Use of Board Game in Enhancing Students' Speaking Skill, this chapter classifies some related discussion about Game, Board Game, Teaching Speaking Using Board Game, Speaking and Conceptual Framework.

2.1   Game

2.1.1 Definitions of games

According to Hadfield (1990: 5), a game is an activity with rules, goal and an element of fun. Furthermore, Hadfield proposes two kinds of games namely competitive games and co-operatives games. Competitive games are games in which the players or teams race to be the first in reaching goal. While cooperatives games are games in which the players or teams work together towards a common goal.

Another definition is stated by Khan (in Brumfit, Moon & Tongue, 1995: 142 -143) that games have their characteristics. First, games are activities governed by rules. Second, it sets up a clearly defined goal. Third, the achievement of these goals signals the end of games. And finally, games ought to lead to having fun.

For the statements above, it can be concluded that games are enjoyable activities which are governed by rules to achieve the goal that signals the end of games. The enjoyment of games so much depends on the appropriateness of the games and the role of players.

2.2   Board Games

To increase the speaking skill we need media to be used. One of them is game. The definition of game is an activity that you do to have some fun (Hornby, 1995, p. 486). Therefore, board game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Board game can be method that will give many advantages for teacher and the students either. Buckby (1994, P. 82) The useful of board game are attract the students to learn English because it is fun and make them want to have experiment, discover and interact with their environment are:

a) Board game adds variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and

twelve years old, especially the youngest, language learning will not be the key motivation factor.

b) The game context makes the foreign language immediately useful to the children. It brings the target language to life. The board game makes the reason for speaking plausible even to reluctant children.

c) Through playing board game, students can learn English they way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

d) Even shy students can participate positively.

e) Make your classroom a lively place through the use of attractive wall displays, displays of pupils' work, etc. language classroom is noisy with the language (English) is good because it will make the classroom more live in English (practice).

f) Do not worry about mistakes. Be encouraging – make sure children feel comfortable, and not afraid to take part. It means teacher does not blame directly to students, teacher must give support to students while repair their mistakes.

g) Talk a lot to them in English, especially about things they can see. Teacher must teach them by using English, especially about anything in their surroundings.

2.2.1 The Advantages of Board Game

Board game can be the media that will give many advantages for teacher and the students either. Carly (2010: 21) states the advantages of board game are attract the students to learn English because it is fun and make them want to have experiment, discover and interact with their environment are:

1. They are motivating and challenging.

2. Learning a language requires a great deal of effort.

3. Board game helps students to make and sustain the effort of learning.

4. Board game provides language practice in the various skills- speaking, writing, listening and reading.

5. They encourage students to interact and communicate.

6. They create a meaningful context for language use.

7. Speaking skill board game bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.

8. Board games usually involve friendly competition and they keep students interested in learning the language.

According to Chang and Cogswel (2008), there are other benefits of board games: 1) Meaning is primary; 2) There is communication problem of some type to solve; 3) The activity has some relationship to real-world activities; 4) Task

completion is usually required; and 5) Task performance can be assessed in terms of the outcome.

In conclusion, board game has so many advantages for teacher and the students. For example, a shy student can participate positively and with board game, the students have motivation to want to learn English by using interesting and enjoyable learning activities.

2.2.2 The Materials in Playing Board Games

There are some materials needed by the players in playing board games. There should be counters, dice, game board and, for some board games, cards (Provenzo, 1981). The counters or playing pieces are used as markers to be put on 38 the spaces on the board. The pieces can be stones, seeds, buttons, plastics counters, or carved wood. The dice is usually a small six-sided cube with one to six dots on its sides. The game board is where the players move the counters. Lewis and Bedson (1999: 10) propose three kinds of track on board games, standard snake track, never – ending track and multi-route track.

2.2.3 Teaching Speaking By Using Board Game

One of game in teaching speaking English is Board Game. The effort of the linguist has strong basic because the learner entertained with their everyday life, give

chances to the student to more creatively because Board Game as method in teaching speaking English is very effective and more interested because the students will be memorized the vocabulary and, the enjoying the picture in the board. So that using Board Game in teaching speaking will give achievement acquiring English.

Board Game can increase motivation to learn the English for the students. They also have to add advantage of being memorable the words much less likely that the students will forget the words, and therefore the language practice in it, whereas language practice in even well constructed drill is usually very quickly forgotten and finally, Board Game which helps to bring the students memorize more words.

The teachers begin to explain the materials, the teachers use Board Game in order to make the students have more interests, attention and understand about the material. There are five steps that can be applied when the teacher use Board Game: (1) take pictures in front of the class (2) try to attract the students' understanding about Board Game (3) the teachers begin to explain what does the Board Game talk about; (4) in order to know the achievement of the students, the teachers ask one of the students to repeat again what does the teachers do before and, (5) after the teachers feel that all the students have understood of the material, the teacher continue to another topic.

2.3   Speaking

2.3.1   Definitions of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns &Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary *(linguistic competence)*, but also that they understand when, why, and in what ways to produce language *(sociolinguistic competence)*. Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Speaking is the most important skill to be mastered in language learning. It is fact that language learning is successful if the learners are able to use the language in their communication. Richard and Renandya state, "Speaking is one of the central elements of communication EFL (English as a Foreign Language)."

Alderson and Bachman also state, "The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language." However, to gain the speaking in communicating English is not easy as to speak in students' native language. Speaking is an interactive activity that is delivered people as a speaker and should be understood and being listened unconsciously by the other as a listener. It is also called communication. Communication involves two people, the speaker of the sender and the listener as the receiver.

From the definition above, it can be concluded that speaking is the activity of transferring meaningful idea from one person as a speaker, to other people as a listener. Speaking in English becomes the international language that is used and learned by many other countries as a second or foreign language. The speakers say word and utterances to the listeners not only to express what are in their mind and convey the messages, but also to maintain and sustain the relationship among them. It is based on the each phenomena that most people might spend much time to communicate each other in their daily lives. It can be inferred that speaking is the activity to express ideas, opinions and feeling to other people by using words or

sounds in order to reach the goals of speaking activity itself. These statements are supporting the idea that speaking is important to get the best future for education and daily communication.

2.3.2 The Components of Speaking Performance

In teaching speaking, there are some components that the teacher must concern about. It can be used as a guidance to assess the speaking. There are grammar, vocabulary, pronunciation and fluency. Harmer said, "If students wants to speak fluently in English, they need to able to pronounce phonemes correctly, use appropriate stress and intonation and speak in connected speech." In addition, according to Hughes, there are some proficiency that should be achieved in speaking activities: grammar, vocabulary, accent (pronunciation) and fluency.

a. Grammar

River (1986) believes that communication in speaking run smoothly if its grammar can be understood. It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

b. Vocabulary

   Vocabulary is a must when someone wants to convey their thoughts or feelings to other people. Without the mastery of vocabularies, someone would face the difficulties in conveying their thoughts or feelings other people. Richard and Renandya state that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write." Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may discourage from making use of language opportunities around them.

c. Pronunciation

   Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).
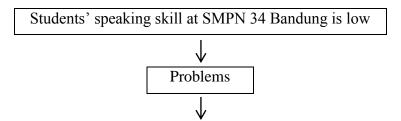
d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4)

2.4 Conceptual Framework

In the previous chapter, the researcher limited the identified problems and considers one main problem. The main problem is the students' lack of speaking skills. Therefore, the researcher had to improve the students' speaking skills. The researcher tried to use board games to teach speaking. The researcher would implement the use of speaking board games in the teaching and learning process at the stage of production. Using speaking board games in teaching speaking provides some activities that encourage and support the students to speak and to express their ideas. The researcher would also observe the classroom activity during the implementation of the actions and find some improvement after implementing the actions. By implementing the action, that is using speaking board games to teach speaking, the researcher hopes that there are some improvements of the students' enthusiasm, enjoyment and involvement in speaking. The researcher would give the

students activities that encourage and support them to speak in order to make them able to speak English in daily communication.

The conceptual framework of the study is described as follows

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        │ Students' speaking skill at SMPN 34 Bandung is low │
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                      │ Problems │
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    ┌──────────────────────────────────────────────────────────┐
    │ 1. The students were still passive during the teaching and │
    │    learning process.                                       │
    │ 2. Students did not get enough opportunity to practice     │
    │    their speaking skill.                                   │
    │ 3. There were no various activities implemented            │
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                      ┌───────────┐
                      │ Solutions │
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                  │ Using board game │
                  └──────────────────┘
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    ┌──────────────────────────────────────────────────────────┐
    │ 1. Attract students' motivation to follow the teaching and │
    │    learning process                                        │
    │ 2. Students more focus in learning process because they do │
    │    not feel that they are forced to learn.                 │
    └──────────────────────────────────────────────────────────┘
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                  ┌──────────────────────┐
                  │ Improved students'   │
                  │ speaking skill       │
                  └──────────────────────┘
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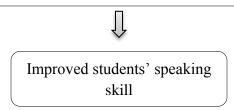
Figure 1: The conceptual framework of the research