CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related which is based on relevant theories. It covers teaching speaking, teaching media, and the charade.

2.1 Speaking

Speaking is one of language skill which is very important to be mastered by students in order to be a good communicator. Speaking is the verbal use of language to communicate with others (Glenn Fulcher, 2003:23). Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech.

Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech.

According to Spratt et al. (2005: 34), speaking involves the speaker to use speech to express meanings to other people. In conclusion, speaking is a crucial part in language learning. It requires the speakers to produce the target language in the spoken form.

In brief, speaking is one of the ways in expressing idea from thought and feeling into words. It expresses in oral form, and the students are able to perceive the message of the utterances. Thus, the speaking ability is dealing with not only the capability of producing correct grammar or fluency in communication but also
the circumstances between the speakers and listeners have. To gain meaningful communication, it needs both the speaking competence and performance.

2.1.1 Components of Speaking

Speaking has some components which are needed to be fulfilled. Those components are mostly recognized in analysing speech process (Bygate, 1997). Those components are the aspects which influence people to speak up and comprehend English correctly. Syakur (2007) stated that there are five components in speaking. In several cases of this matter are vocabulary, pronunciation, grammar, fluency, and comprehension.

2.1.1.1 Vocabulary

Vocabulary is very important to learn English. Students must have sufficient vocabulary to follow the learning process easier. By having enough vocabulary, they are able to arrange the sentence and communicate well. In addition, Coady and Huckin (1997: 5) propose vocabulary as central to language and of critical importance to the typical language learner. It means that the students must learn the vocabulary is the language centre. The students will not be able to use the language without sufficient vocabulary, then as students take advantage of the time when learning vocabulary.

2.1.1.2 Pronunciation

Everybody who wants to be able speaks English fluently and correctly, pronunciation is necessary needed. Harmer (2007) stated that
pronunciation has strong connection with the ability in creating sounds and articulating the words which carry meaning in every single word. Speakers will experience misunderstandings between listeners if they be able to pronounce words correctly and clearly. Furthermore, speakers need to be careful in pronouncing the words because every single sound of words has different meaning.

2.1.1.3 Grammar

Grammar has certain rules of patterns of English structure. Moreover, Widiati and Cahyono (2006) stated that grammar plays a crucial role in order to perform linguistic features such as lexical, morphological, phonological, and syntactic aspect. Those features will be manipulated in the form of words and sentence by the speakers. If the speakers make a sentence with grammatical errors, the listeners might have heterogeneous comprehension. As a result, grammar will help the speaker to use and comprehend the rules of English structure accurately.

2.1.1.4 Fluency

Fluency means speak straight without having hesitation. Fluency might show certain personal impression such as intelligent, courageous, confidently, and well educated because the speakers who speak fluently are able to speak and say something spontaneously. In this subject, according to Yingjie (2014), fluency is a standard of measurements to be communicative and successful English speaker in speaking. Furthermore, fluency in speaking will help the speaker to avoid certain errors in speech.
2.1.1.5 Comprehension

Comprehension is an ability to comprehend what the speakers said. Comprehension takes a part in determining whether the speaker convey a message or information successfully or not. In order to prevent misperception, the speakers need to have a good speaking ability (Rahman and Devianty, 2012). This element is very helpful for the speakers to make them aware of other elements in speaking. The speakers will break the hearers’ comprehension if they miss one of the elements in speaking.

In brief, speaking is the one of the language tools which can help people to ask and answer question and communicate each other. Due to the fact that speaking is one of the productive skills, it will create a word which is spoken as product orally. This spoken language is used by the people to talk, communicate, share, or discuss an idea, information, or the latest issues. Moreover, speaking has certain components which are necessary needed to be fulfilled as Bygate (1997) and Syakur (2007) formerly stated.

2.2 Teaching Speaking

Teaching speaking is started at teaching the students how to speak in English as their foreign language, then researcher asks them to be able to pronounce the new language appropriately. Then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily to correct, but Teachers are more encouraging to students to practice speaking in the
target languages. Meanwhile, teacher should be able to encourage students speaking some sounds and repeating what the teacher said. Finally, the students are required to be accustomed to practice and work the language orally.

In teaching speaking, the teacher also teaches students how to make a correct sentence to use in their daily activity and also to produce a good sound pattern and English speech sound appropriate with the context. Cahyono and Mukminatien (2011) said, “Teaching speaking is teaching the students to use the language in real communication”. The English teacher should teach them to produce the English speech sound and sound pattern. The students should use words and sentences which are appropriate with the context.

According to Nunan (2004), some formulations what is meant by teaching speaking are:
1) Produce the English speech sounds and sound patterns.
2) Use word and sentence 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.
Teaching English is not as easy as we think. The teacher needs to find the solution to solve students’ difficulties in speaking. The teacher might find so many typical characters of the students in the classroom. Those are the students who are very passive and need a long time to get the point of learning English. The students who are risk-takers and unafraid of making mistakes will generally be more talkative, but with many errors that could become hard to break habits. Conservatively, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability.

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) stated that there are six classroom speaking activities. They are acting from a script, communication games, discussion, prepared talks, questionnaires, simulation, and role play. These activities can be used as the way to measure how far students can speak and express their feeling in English.

2.3 Charade Method

The game is one of appropriate ways to create an interesting learning, challenging, and fun. The medium that use that is one of the parts of a method of cooperative learning called with the methods of charades in learning English which aims to diminish bored and saturated against learning.
A charade is very interesting to be given to the learners in learning the subject matter. This method useful for class who’s active in the class.

Active senses are two sorts, namely:

1. Active in the sense or like always speaks although not in learning.

2. Active in the sense that students are able to think and ask if find difficulties.

A charades is for the delivery of material teaching by using short words in the form of a card game and the can receive messages learning through the card. According to (Ginnis, 2008) The application of the process game learning can make a teaching a more flexible, solve a coldness between students and teachers so that teachers could really acts like friend learning, and practice with a wide variety of skills think without having to burdened. The game can effectively change the class dynamics and usually creates greater willingness to learn and behave. A charades is one game that is often encountered in the show or quiz show on television.

Thus, charades is activity learning first and foremost in realizing the success of teaching and learning. Through charades, students directed to understand and know messages contained in material. So students should guess words that mean reflecting students' ability to master and understand the material.
2.4 Steps of Learning Charade Method

As for the learning steps by using the charade said by Hamid (2013), among others:

1. The teacher prepares the card to be used in the learning process.
2. Teacher explains the competence to be achieved or the subject matter during 45 minutes.
3. Teachers arrange learners stand in pairs in front of the class.
4. A learner is given a card size of 10x10 cm which will be read to his partner. Another learner is given a 5 x 2cm card whose contents cannot be read (the paper is folded) and then put on the forehead or tucked in the ears (provided that the student holding the 10x10 cm card can see what the answer is).
5. Students holding a 10x10cm card read out the words written on it while the partner guesses what is meant in the 10x10cm card. The right answer if it fits the contents of the card size 5x2 cm.
6. If the answer is correct (as written on the card) then the couple may sit. If not precise at the time specified, learners may direct with other words, provided that not directly give answer.
2.5 The Purpose of the Use of a Charade Method

A charade is intended to train students in remembering and using the concept that has been studied and even known recently or found at the time of game lasts, without hesitation or any fear, and speak at once train students identify and how something by making sentences (Nurarti, 2006).

The game is one of the right ways to Creating interesting, challenging, and learning Fun. The purposes of the use of the word guess game according to Raisatun Nisak (2013), among others:

1) Training the students to quieter.

2) Making the students mature.
3) Training students to be more responsible.
4) Making students more courageous in making inquiries.

2.6 Advantages and Disadvantages of Charade Method

According to Rissa Fitriyeni (2014), there are several advantages and disadvantages of using the charade method as follow:

2.6.1 Advantages of Charade Method

A charade has advantages and disadvantages in teaching speaking. There are some advantages of using the Charade Method:

1. The child will have a wealth of language.
2. It is so interesting that every student wants to try it.
4. Make it easy to plant the concept of lessons in memory Students.
5. The lesson is fun.
6. Students are directed to be active.

2.6.2 Disadvantages of Charade Method

There are some disadvantages of using Direct Method as follows:

1. It is not easy for teachers to create attractive cards for students to observe.
2. It takes a long time so the material is difficult delivered.
3. If students do not answer correctly then not all students can advance due to limited time.
4. Students often assume this method is not for learning, but as a game so that students feel just a game. In fact, this method is done in order to
include student body components in the learning process, such as standing, sitting and looking for a partner.