

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about review of the related theories, review of the related finding, and conceptual framework. The reviews of the related theories are concerned with speaking skill, teaching speaking, speaking activities, and Guessing Game. Then, the review of related finding is concerned with discussion of previous research findings related to use guessing game in teaching English. Finally, the conceptual framework is discussed which consists of problem, problem solving and expected result.

2.1 Review of the Related Theories

2.1.1 Speaking

Speaking is a complex skill, which should be taught everywhere, and it is a skill that learners learn better in group (Celce-Murica, 2001). English is divided into four skills which are as follows: listening, speaking, reading, and writing; therefore, speaking is the second skill and has an important role in communication. Speaking is a part of daily life that everyone should develop in subtle and detailed language. Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account “the ability to keep going when speaking

spontaneously” (Gower, Philips, & Walter, 1995). Bygate (1987) identified two elements: production skill and interaction skill. In production skill, speaking skill take place without time limit environment and in interaction skill, there is a negotiation between learners. Both skills help learners to improve their speaking skill easier. Stuart (1989) proposed that learners should plan and adjust their talk; and effective speakers should be proficient by practicing. It shows that speaking is high risking activity that creates anxiety and causes learners worry about losing face.

Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker (Oprandy, 1994: 153 & EL Menoufy, 1997: 9).

Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan, 1989: 27). Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown and Yule, 1983: 3).

Developing speaking skills is of vital importance in EFL/ESL programs. Nunan (1999) and Burkart & Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English

(Florez, 1999). Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers.

Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia, 2001). In addition, speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language (Gass & Varonis, 1994). For instance, it was proved that learning speaking can help the development of reading competence (Hilferty, 2005), the development of writing (Trachsel & Severino, 2004) as well as the development of listening skills (Regina, 1997).

Taking into account the importance of developing EFL speaking skills, it is vital to determine the speaking skills SL/ FL learners have to acquire in order to converse with native language speakers. Actually, it was assumed that the interactional nature of spoken language requires the speaker's ability to use motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using the previous skills for the purposes of communication. This means that EFL students should acquire the knowledge of how native speakers use language in the context of structured interpersonal exchanges in which many factors interact (Bygate, 1987 & Brown, 2001).

In addition, speaking requires that learners understand when, why, and in what ways to produce language ("sociolinguistic competence") (Burns & Joyce, 1997; Cohen, 1996 and Harmer, 2001: 269-270). A good speaker hence synthesizes this array of skills and knowledge to succeed in a given speech act. Florez (1999) highlights the following skills underlying speaking:

1. Using grammar structures accurately;
2. Assessing characteristics of the target audience, including shared knowledge, status and power relations, or differences in perspectives;
3. Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;
4. Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener's comprehension;
5. Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener's comprehension and involvement.

A careful examination of all previously mentioned speaking skills emphasizes that speaking is a high complex mental activity which differs from other activities because it requires much greater effort of the central nervous system (Bygate, 1998: 23). It includes sub processes and involves distinct areas of planning. First the speaker has to retrieve words and phrases from memory and assembles them into syntactically and propositionally appropriate sequence (Harmer, 2001: 269-270). Speaking also happens in the context of limited processing capacities due to

limitations of working memory, and thus a consequent need for routinization or automation in each area of production arises. It means that the speaker should process the information that listens to the moment he gets it. Besides, speaking involves a sort of monitoring during and following speech production and the managing of communication under a range of external pressures (Bygate, 1998: 23 & Basturkmen, 2002: 28). Taking into consideration the current view of speaking as a complex skill and a multi-facets cognitive process, it is important then to consider more closely the features of effective instruction that can facilitate the acquisition of these skills and processes by SL/ FL learners. Oprandy (1994) and Nunan (1999) propose that effective instruction should be characterized by the following:

1. The whole should be more important than the parts. This means that both synthetic and analytical procedures used to teach speaking should share a common concern with the whole rather than the parts.
2. Instruction should enable learners to reflect on their own as well as on others' processes and strategies in an active way.
3. There should be ample opportunities for interacting to expand their repertoire of experiences with the target language with its various ideational, interpersonal and textual functions for which speech is used.
4. There should be opportunities for learners to practice both linguistic and communicative competencies.

However, despite the importance of developing speaking skills among ESL/EFL learners, instruction of these speaking skills has received the least attention,

and many English teachers still spend the majority of class time in reading and writing practice almost ignoring speaking skills (Scarcella&Oxford, 1994: 165; El Menoufy, 1997: 12 and Miller, 2001: 25)

2.1.2 Teaching Speaking

Teaching speaking is one of the concerns of anyone who is in charge of teaching English. Many questions of how to make the learners initiate and develop self- esteem, how to use appropriate language, and how to negotiate or interact conversationally, may continually appear. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language. What is meant by "teaching speaking" is to teach ESL learners to:

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 is called as fluency. (Nunan, 2003)

In teaching speaking in the class, the teacher should have some creativity for teaching and motivate his students so that they are interested to speak. Wright, Betteridge & Buckby (1984) promotes some speaking classroom activities as follows:

- a. *Picture Games*: Most of these games involve the learners in the relative free use of all language at their command. They involve comparing and contrasting pictures, considering differences or similarities and possible relations between pictures.
- b. *Psychology Games*: These games let us work with the human mind and sense. They involve telepathy, visual perception, characters, imagination and memory. They also encourage the students' concentration and language use.

- c. *Magic Tricks*: Language can sometimes be exemplified in a concise and memorable way through a magic trick. These tricks always attract attention and invite comments.
- d. *Sound Games*: Sound effects can create in the listeners an impression of people, places and actions. There is a demand for the listeners to contribute through imagination. This inevitably leads to individual interpretations and interactions as well as the need to exchange points of view and to express ideas and opinions.
- e. *Card and Board Games*: These games can be adaptations of several well-known card games and board games like snakes and ladders.
- f. *Word Games*: These games are used for spelling, meanings, using words for making sentences, words in contexts and word for categorizing according to grammatical use. Students, in many cases, have to communicate in full sentences, give new ideas and argue at the same length.
- g. *True-false Games*: In these games someone makes a statement which is either true or false. The game is to decide which it is.
- h. *Memory Games*: These games measure the players' ability to remember different events which, in turn, leads to discussion, in which opinions and information are exchanged.

- i. *Caring and Sharing Games*: These games pretend to encourage students to trust and get interested in others. They have the participants share personal feelings and experiences with other class member.
- j. *Guessing and Speculating Games*: In these games someone knows something and the others must find out what it is. There are many games and variations based on this simple idea.
- k. *Story Games*: These games provide a framework for learners to speak as well as write stories and share them with classmates.

2.1.3 Component of Speaking

As proverb says 'practice makes perfect'. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect influencing how well people speak English. Here is the component of speaking skill according to Syakur. According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

1. Grammar

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.

2. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3. 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).

4. 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).

2.1.4 Teaching Speaking in SMK

This section explores several important implications for classroom teaching arising from what was mentioned above. Firstly, it is crucial for teachers to realise that spoken language is essentially different from the written one. Teachers therefore cannot expect their students to speak in full sentences as if, in fact, they were producing written texts. Not only is this not the way people speak in reality but also expecting and requiring such skills from learners, would place extremely high pressure on their speech production for no reason at all. Such expectations might result in the learners’ later reluctance or anxiety to speak.

Secondly, teachers should help their students understand the important differences between speaking and writing and instruct them in the ways to use this knowledge effectively when speaking. For example, learners may be less hesitant to express themselves if they are shown that speakers string chunks of language together bit by bit without composing entire sentences in their minds before they start to speak. They may also find it useful to learn that repairs, hesitations, repetitions and vague language are acceptable in spoken language because without it speech production

would be made impossible. Consequently, all these aspects can be practised in class through the use of meaningful tasks. Because as Thornbury and Slade point out: “If this organization [meaning the organised nature of speaking] can be described in ways that are accessible to teachers and learners, there are likely to be practical classroom applications. (This does not mean, of course, that one such application would simply be to „deliver“ the description to learners without some form of pedagogical mediation.)” (2007: 27).

The next point is that teachers involved in their own course design, may find it useful to make their teaching more data-driven and consult further literature dealing with detailed description of spoken language and its use of lexico-grammatical structures. There has been a significant rise in research in this area in recent years and books like Longman student grammar of spoken and written English (Biber et al. 2004) or preferably Longman grammar of spoken and written English (Biber 1999) provide quite detailed accounts of spoken language use based on corpus research. Another book dealing with spoken grammar in an unconventional way, which has already been mentioned, is A Grammar of Speech (Brazil 1995).

Furthermore, teachers may also find it beneficial to make use of spoken language corpora that are accessible on the Internet. They may even choose to teach corpus-based techniques in classroom for the benefit of their learners. Conrad reports that even though “there is little empirical research into the effectiveness of corpus-based techniques for language learning, there are a variety of theoretical reasons for

using them and many reports by teachers of student interest and improvement” (Conrad 2008: 402). Finally, it is essential for teachers to seek ways to give their learners enough systematic training in the relevant skills, the full scope of which is to be discussed at a later stage of this paper.

2.1.5 Speaking Assessment

Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/ nonnative speakers on the basis of pronunciation (Luoma, 2014). Additionally, Nunan (1999) viewed that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To speak also need functional competence which means answering questions completely and logically. Another competence is strategic competence in which speaker is able to use repairing strategies when conversation break down. And the last one is sociolinguistic / cultural competence. It demands the speakers to use the language appropriately to the context.

The students’ speaking performances were assessed using a scoring rubric proposed by David P. Harris as it is cited in Nurnia (2011: 27). The rubric is shown in the following table:

Table 1. The Speaking Assessment Rubric

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent
		3	Pronunciation problem necessitates concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most of frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.

		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order make comprehension difficult, most often rephrases sentences.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited

			vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.

		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetition.
		1	Cannot be said to understand even simple conversation.

Meanwhile, to overcome that problem, the teacher needs to assign several scores for each response, and each score representing one of several traits like pronunciation, grammar, vocabulary use, fluency, and comprehensibility (Brown, 2004:140).

There are several formats of speaking assessments which include semi-direct tests, interviews, paired, or group tests. Semi-direct tests are characterized by one-way interactions between the test-takers and a computer. The tasks elicit a monologic response to a wide variety of questions involving reading sentences, telling a story related to a picture-sequence, or telling directions based on a map. The advantage of this type of test is its practicality, since a great number of test-takers can be tested at once. Nevertheless, a major drawback is the lack of tasks involving two-

way or multi-way interactions. Furthermore, this type of task is less well-researched, compared to other speaking tasks.

Interviews are the most studied type of speaking tests. Unlike semi-direct tests, they are considered more authentic since they include tasks with two-way discussions. Some of the tasks used in interviews include role-plays, picture descriptions, and responses to open ended questions. While this type of test might allow test-takers to interact and engage in a conversation, there is still skepticism regarding the authenticity of the interactions. The asymmetric relationship between an interviewer and a test-taker is one of the major concerns when dealing with this format of speaking assessment. Several studies (e.g., Ross, 1992; Ross & Berwick, 1992; Brown, 2003) have demonstrated that the interviewers appear to have control over the topic of the conversations. As a response to these concerns, paired and group assessments have recently been the focus of interest in the language testing community. Interactions between test-takers have proven to be more symmetrical and to have richer speech functions (Taylor, 2001).

2.1.5 Features of speaking

In the speaking process, some features are present while people are involved in interaction, Riggensbach, (1998, cited in Itkonen, 2010) states that pronunciation, vocabulary, grammar, accuracy and fluency are commonly thought as the principal components of speaking; however, Itkonen (2010) mentions other relevant features as

proficiency and coherence. Equally, Louma (2003) includes components of speaking as pronunciation, and spoken grammar. Below, the description of some of the relevant components of speaking is present.

Fluency: Richards (2006) defines fluency as the natural language use, which despite limitations in the communicative competence, the speaker engaged in an interaction maintains an understandable and current communication. For Crystal (1977), Bryne (1986), & Nation (1991, cited in Lan, 1994) fluency means the capacity to communicate without vacillation and pauses that makes failcomprehensible interaction. Similarly, the CEFRL (2001) defines fluency as the ability to articulate, and keep communication going.

Accuracy: Richards (2006) defines accuracy as the creation of correct examples of language use. In the same way, Bryne, (1988, cited in Lan, 1994) states that “accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language”. In other words accuracy refers to the right use of the grammatical structures, pronunciation, syntax, and meaning of messages of the language in the oral production without mistakes that can interfere in interaction.

Pronunciation: In oral production, the term pronunciation is defined as the way that the sentence is spoken (Harmer, 2009). It also involves several components as pitch and intonation. According to Harmer, intonation refers to the way that the voice

goes up and down at the moment that people talk; it involves the pitch of the voices, which is based on the high or low level at which speaking is done. Furthermore, Chafe, (1994, cited in Itkonen, 2010) states that spoken language is produced by means of intonation units, and that these units are changes in pitch or voice quality. Dalton & Seidlhofer (2001) define pronunciation as the production of significant sounds in two senses; the first one is that pronunciation is the production and reception of sounds of speech, and the second one is that it means acts of speaking depending on the way and contexts in which sounds are produced. For Louma (2003), pronunciation is the sound of speech that “can refer to many features of the speechstream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation”

2.2 Guessing Game

2.2.1 Definition of Guessing Games

A guessing game is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object. A guessing game is also a play which is guessing the thing when a guesser knows something and another player wants to find the word or phrase from the guesser. Guessing Game is strategy which is developed by some experts.

According to Klippel (1994: 13), “the basic rule of guessing games is eminently simple; one person knows something that another one wants to find out.” Wright and Buck (1998: 169) say, “essentially, in guessing and speculating games, some one

knows something and the others must find out what it is.” In addition, Webster (1986: 1008) explains that “guessing game is a game in which the participants compete individually or teams in the identification of something indicate.

Based on the definition above, it can be concluded that guessing game is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it. There are many concepts of guessing games, which can be applied in Teaching speaking. According to Lee (2000: 40-41), there are two numbers of guessing games questions that can be played at various levels.

1. Guess, what is it? Is it...?
2. Guess, where is it?

The researcher uses some examples that are related to learnings topic in Teknik Komputer Jaringan (TKJ) of SMK TARUNA Pekanbaru. Some variations of guessing games questions in the elements above can be seen in the following example:

A. Guess, what is it? Is it... ?

The word what is it? It means that the formula of speaking between a guesser with a player. In this question the student can develop a conversation with other sentence. After that, the students will think of an object or a person the class knows the name of, and the other ask question, putting up their hand waiting to be called on:

1. Is it a person?
2. Is it a animals?

3. Is it am women?

4. Is it a man?

5. Is it a woman?

6. Is it a police?

7. It is a pilot?

The first guess correctly takes the thinker's place. After such a game has been successfully played by the class as a whole, it can be played in groups or even in pairs. The learner who has thought of something may be questioned by another member to keep the whole class active.

B. Guess, where is it?

In the form of question, *Guess, Where it is?*, focuses on answering of a place or an area. In this question the students think about the area because the word *where* is a main question. The word "where" is used to ask question of place. The student must thing some place like school hospital and library. In this play, the student can speak and learn English with happiness.

1. Is it a place that should be noisy?

2. Is it a place with lots of books?

3. Is it in weight of a patient?

4. Is it a place has many doctor?

Each student makes at least one guess. Statements can be made instead of question such as *it is behind the cupboard*. The student may also guess something that still related to the question. From the explanation above, the writer concludes that

learning by guessing game can be funny and enjoyable for student. Sometimes, the students can laugh at their friends, guess everything as long as their conversation has relationship with the topic given. The writer believes that with this model the student will make faster progress in speaking English, especially in the communication.

Furthermore, guessing game can be done by another play, in this way the researcher decided to use Nation and Newton's idea (2009:30-32). Nation and Newton activities consist of three steps. The steps are stage one, two and three questions, ask and move, and twenty questions. It seems that they promoted complex and cover the others.

In playing guessing game is stage one, two and three, the researcher gives the picture to gain and stimulate the student to answer the question. Here, the students will be given three kind of question starting from the easiest one, difficult and the most difficult.

In playing ask and move, someone must figure out the information like the student in nursing staff. The nursing staff will be searched of information in different term like the nursing staff can talk the doctor, the drug store and the check the blood in other nurse.

The last step is twenty question. It means that one has the information while others looking for the information. The informants use yes/ no question to get the information accurately. For example, one gets a card which consist of a series of tool which needed in the hospital. The others need to know what they are, then they used twenty question step to figure them out.

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1. Is it a man?
2. Is it a profession?
3. Is it a driver?
4. Is it a teacher?
5. Is it in classroom?
6. Is it a doctor?
7. It is a bedroom?

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2.2.2 Kinds of Guessing Game

1. Fruit and vegetables guessing

The teacher can give clues and/ or the students can ask question using the language of colours (“It is red or green”), animals (“Monkeys eat/ like this”), shapes (“It’s a circle”), or other adjectives of shape and size (long, round, medium-sized, big, small etc).

2. Animal guessing

Clues can consist of colours (“It is yellow and black”), numbers (“There are three in this room/ on the flashcard”- if they know the cards already or can see them all), sizes and shapes (“It is round/ big/ very small”), numbers plus body parts (“It has eight legs”), sizes and shapes plus body parts (“It has a long neck”), or personality and other adjectives (“It is quiet/ loud/ scary”).

3. Actions guessing

Hints could be with the vocabulary of animals (“Dolphins do this”), times (“I do it at 7 o’clock”), places (“People do it in the park”), or classroom objects (“You can do this with a pen”).

4. Body parts guessing

You can give clues including numbers (“I have two of these”), sizes and shapes (“An elephant has a long one of these”), clothes (“You put your scarf around this”), or classroom vocabulary (“A chair has one of these”).

5. Numbers guessing

Clues include sentences using animals (“A spider has this many legs”), classroom language (“There are this many boys in the class”), actions (“I clean my teeth this many times a day”) or transport (“A train sometimes has this many engines”).

6. Colours guessing

You can combine this with the vocabulary of animals (“A cat is sometimes this colour”), transport (“In London, buses are this colour”), or countries (“The French flag has this colour”).

7. Times guessing

You can combine this with the language of actions (“I get up at this time”, “We all eat lunch at this time”), or family and actions (“My father goes to sleep at this time”).

8. Family guessing

You can give hints with the language of clothes (“This person in my family/ in the book has a pink hat”), actions (“This person plays football”), times and actions (“This person goes to bed at 7 o’clock”), food and drink (“This person likes candy”), or animals (“This person likes spiders”/ “This person has a horse”).

9. Clothes guessing

You can combine this language point with body parts (“You wear this on your legs”), numbers (“I have 20”), colours (“I have a black one and a white one”), or family (“My sister wears this”).

10. Transport guessing

Transport can be put together with family members (“My brother has a toy one”), numbers (“Fifty people can go on this”, “It has two wheels”) or adjectives (“It is fast/ big/ noisy”).

11. Toys guessing

The vocabulary of toys goes well together with actions (“You can throw it”), colours (with flashcards- “This one is pink”), shapes (“It’s a circle”, “It’s made from seven rectangles and two circles”), or other adjectives (“It’s soft/ long/ small”).

12. Classroom objects guessing

This important topic are can be put together with prepositions (“It is next to the window”), shapes (“It is a rectangle”), colours (“The one in this room is white”, “Sometimes it is green”), or other adjectives (“It is big”).

13. Weather guessing

This is a difficult one to make into a guessing game, but you could try the shapes on the flashcard (“This picture is a circle with straight lines coming from it”), likes and dislikes (“I like/ my brother likes/ ducks like this weather”), actions (“You can ski in this weather”), or clothes (“I usually wear a hat in this weather”).

14. Household objects guessing

This is a vocabulary area that is often neglected because it seems far away from the classroom but is important for them to “take English home with them”. You can combine this topic with shapes (“It is long”), other adjectives (“It is big and soft”), actions (“You can sit on it”) and numbers (“I have two in my bedroom”).

15. Things around us/ things in the street guessing

This is another topic that tends to be left till later in the syllabus than would be best. You can combine it with size and shapes (“It is a long pole with a circle on it”) or actions (“You can sit down or play there”).

2.2.3 The Procedure of Teaching Speaking By Using Game

According to Thornbury (2002:144) states guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom. The procedure of speaking by using guessing game :

1. Teacher introduces some words which related with topic.
2. Teacher gives to the student clues and blank words.
3. The students guess the clues by filling the blank words one by one.
4. If there is a student does not know or false about the correct words that should be on the blank words, so teacher must inform to the students the correct words.

Meanwhile, Nation and Newton (2009:30-32) explained that guessing game consists of several steps, they are stage one, two and three questions, ask and move, and twenty questions. Below are the eloquent explanations of each step:

1. Stage one, two and three questions are divided into three categories of questions, they are a question that ask for an answer that can be pointed to a

picture, a question that makes learners think (the answer is not directly drawn in the picture) and a question that makes the learners use their imagination.

2. Ask and move activity allows the students to move to other groups. In this stage, one member of a group brings a picture to other groups. He asks them about that picture. He as a tourist was ask the other groups called information officer. The information officer have the answers of these requests but each of them do not have all the information. So, it is necessary for each tourist to go to several information officers to find out all the answer.
3. Last, twenty questions is yes/no question where a learner ask others and the person who guesses correctly thinks of the next object and the other learners ask questions. In 20 questions TEFL game, a student thinks of a word which other students are likely to know, and the other students try to guess the word by asking a series of yes/no questions. The 'knower' can only respond by saying yes, no, or don't know. The game can be played with one knower and the rest of the class guessing. This can be fun, and has some advantages, but it means that at any one time, the majority of the class is waiting to speak. Putting the students into pairs or small groups was increase the student talking time a lot.

Since every expert explain guessing games procedure differently, the researcher decided to use Nation and Newton's idea (2009:30-32). Nation and Newton activities consist of three steps. The steps are stage one, two and three questions, ask and move, and twenty questions. It seems that they promoted complex and cover the others.

Based on expalation above, it can be concluded the researcher choose procedure by Nation and Newton. Because the researcher think this procedure more easy to apply teaching and learning of speaking, because by using this procedure the students more understand and enjoy in the classroom.

2.2.4 The Advantages of Games in The Classroom

There are several advantages of using games in the classroom which can be summarized as follows :

1. Games are motivating an challenging;
2. Learning a language requires a great deal of effort;
3. Games help students to make and sustain the effort of learning;
4. Games provide language practice in the various skills (speaking, writing, listening and reading);
5. Games encourage students of interact and communicate;
6. Games create a meaningful context for language use;
7. Speaking games bring real world context in to the classroom, and increase students use of English in a flexible, meaningful and communicate way;
8. Games usually involve friendly competition and they keep students interested in learning the language;
9. games can help students to learn and hang on to new words more easily.
10. Guessing Game

According to Case, guessing game is a game in which the object is to guess some kinds of information, such as: a word, a phrase, a title, and the location object.

2.3 Past Study

There are some researchers who have conducted studies which related to the application of guessing game in teaching learning activities. Each of them has used and proved the effectiveness guessing game.

Hari Supriyatna, The Effectiveness Of Guessing Game Technique In Teaching Vocabulary At MTs Darussalam, The aim of this research is to make an effective teaching vocabulary to second grade students of MTs Darussalam by using guessing game. This research was using quantitative approach. The technique of collecting data in this research was test. The test was consisted of two test; Pre-test and Post-test. The findings of this research states that there was a significance in the students' score learning vocabulary using guessing game. It could be seen from the result of t_{observed} is 5.48 and the result of t_{table} is 1.67 with the degree of freedom is 64. It means $t_{\text{observed}} > t_{\text{table}}$. Based on the findings previously, it can be suggested that:

1. Students must realize that learning vocabulary cannot only depend on the learning in the class but also must be done outside of the class by their own;
2. English teacher must have variation of technique in teaching English, especially in teaching English vocabulary in case to avoid the students from boredom;
3. It is important to include the students in activity of teaching vocabulary in the

class to gain more understanding of the students in adopt and memorize new vocabulary.

Secondly, Masrul, Using Guessing Games To Improve The Speaking Skill At Second Semester Of Nursing Department Students Of Stikes Tuanku Tambusai Bangkinang, The research finding was that guessing game could improve the students speaking skill. This conclusion based on the increasing of the mean score of the students in speaking skill as well as the increasing of mean score of speaking indicators namely accent, grammar, vocabulary, fluency, comprehension. The score could reach the minimum score for English subject in Academic (STIKes) Tuanku Tambusai Bangkinang which is 70. It was proven from the improvement of the base score of speaking skill from 48.21 become 57.49 in post test 1 and 73.27 in post test 2. The factors that influenced the improvement students in speaking skill consisted of material, classroom activity, classroom management, teacher approach and teacher strategy. In conclusion, the implementation of guessing game can improve of students speaking skill.