CHAPTER 2

THEORETICAL BACKGROUND

In this Theoretical Background, the writer describes important points of methods, theories and materials related to the data analysis.

2.1 Train to Train game

The writer creates Train to Train game as a new speaking method teaching. The Train to Train game is a method that the writer expects to help encourage and develop students' English speaking skills. This game focuses on how the teacher can give motivation to the students based on the pre-test concerning the quality of speaking. The Train to Train game covers drawing, explaining and making chain story activities. The first step of this game is drawing activity in which the students draw pictures based on the theme given by the teacher. The second is explaining activity in which the student shows and explains the picture while the other students listen. The third one is making a chain story activity which requires the students to split into two groups and stand in a line which resembles a train. Only one picture will be chosen to describe. The students from the first group will make a chain story from the picture and the second group will write the chain story on the board. The Train to Train game is expected to improve students' ability in speaking English.

2.2. Previous Researches

The writer finds the previous researches about teaching speaking through games. According to Nurhasanah (2001) who wrote *Teaching Speaking English to Senior High School Students by using Games*, the researcher found out that entertaining games can stimulate students to speak English. The students can express their ideas and feel fun because of games. That means game is really appropriate as one of the best ways in teaching English speaking. This research inspires the writer to develop a new method, which is Train to Train game.

The second research is *Teaching Speaking Skill through Language Games* by Eka Noor Chandra (2008). The researcher concluded that the use of language games is important and one of the useful techniques in learning and developing speaking skill. It is because language games can create positive condition in classroom that can encourage the students to develop their speaking skills in natural ways.

The third research is *The Teaching of Speaking at SMA 4 Malang* by Hamidiah Qudsi (2007). The researcher found out that the teachers were difficult to stimulate and encourage the students to speak. The English teachers should apply various kinds of techniques in teaching speaking. The researcher suggested that the teachers should be more creative in giving games or speaking activities.

There are differences from the previous researches and the writer's research. The writer creates a new game that is called Train to Train game. Beside this game is a new method, the writer introduces this game at English First Tanjung Duren as the first trial location. This game is one of the media in teaching speaking. The writer observes the students' development when they play Train to Train game. This game is designed to

stimulate the students and give enjoyable atmosphere during the course of English lesson. The subjects of this research are the students (Trailblazers 1A class). Through this research, the writer will see the impact of implementing Train to Train game to the students' English speaking skill.

2.3. Games

Kim (1995) in *Creative Games for the Language Class* journal, believes that there are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. 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. They encourage students to interact and communicate.
6. They create a meaningful context for language use. (p.1)

> As it is stated by Khan, J. (1996) in *Using Games in Teaching English to Young Learners* by Lin Hong's journal, "Students may wish to play games purely for fun. Teachers need to consider which games to use, how to link them up with the syllabus, textbook or program and more specifically, different games will benefit students in different ways."

The writer also discovers that every time the Trailblazers 1A students hear "game" word from the teacher, they seem to be very happy. From this fact, they are motivated to be involved in it and ready to do the next part.

2.3.1. Teaching speaking through games

> Chandra (2008) reports, "The reason why the writer purposes language games because games can be a very useful teaching technique for the effective and joyful learning. Games are also believed to be able to give the positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability." (p.1)

According to Wright, Betteridge, & Buckby in Games for Language Learning (1984, p. 1), games can support the teacher to introduce that the language gives advantages to students. The learners must know what to do and they speak or write so that ideas and opinions can be expressed well.

The writer agrees that language games not only function as time filling activities but they can also bring some educational benefits that enable the children to learn the target language.

2.3.2 The benefits of games

Related to that statement, Kim (1995, p. 35) in Chandra's journal, presents six advantages of using the language games in the classroom, which are:

1. games are motivating and challenging.
2. games are as a welcome break from the usual routine of the language class.
3. games help the students to make and sustain the effort of learning.
4. games provide language practice in the various and integrated language skills.
5. games encourage students to interact and communicate to each other.
6. games create a meaningful context for language that is being learned by the students. (p.2)

It is clearly explained that games are able to help the students use and practice English speaking in an enjoyable way. Games also motivate the students since they are amusing and interesting.

> Harmer (2001) states, "Because children love discovering things, and because they respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, in making things, in drawing things, in games, in physical movement or in songs." (p.38)

2.4 Reasons for speaking

> "If the subject is relevant and interesting, if the students already know about, or are provided with information to give substance to the topic, if they feel motivated to talk about it, if they feel that they really want to say something, there is a good chance of something interesting happening." (Scrivener, 1998, p. 59)

Students can express their ideas through activities when they know what to say. As Scrivener (1998, p. 59) explains further, the main purpose of learning speaking is the improvement of fluency than the accuracy of sentences.

2.4.1 The difficulties of learning speaking

> Chandra (2008) states, "The students are quite difficult to improve their speaking ability because they are accustomed to use their native language in their daily life than using English. This is the reason why we cannot deny the fact that the students still considered speaking skill as the most difficult skill to be mastered." (p.1)

2.5 Over-sized number of students

Hong (2004) explains in his research, *Teaching Speaking Skills at a Vietnamese University and Recommendations for Using CMC*, the size of the class ranges from

thirty to fifty students can make difficulties for teachers to manage a lot of activities and attempt the students to have speaking practice. The over-sized classes will cause English speaking subject become boring. (p. 2)

Because of this reason, the writer does the research in Trailblazers 1A classes (two classes) which only consists of 12 students in each class.

2.6 Age of the participants

According to Harmer (2001, p. 37), age of the students is the main part of how the teacher should decide what to teach.

> "People of different ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, whereas for adults we can reasonably expect a greater use of abstract."(Harmer,2001,p.37)

2.7 Approach and method

According to Richards & Rodgers (2007, p. 18), they states that study of teaching methods has been considered as a topic in linguistics since the 1940s and a lot of ways have been done to make understanding and to untangle the relationship between theory and practice.

2.7.1 Methods to build self-confidence in classroom

Fan (2007) in her journal, *Finding Effective Ways to Increase Students' Confidence to Speak English in Class,* explains the steps to handle the confidence problem to the students. As the teacher, it begins by introducing the pre-task activities,

forming students groups to gain cooperative learning, explaining clear instruction, attempting active communication to the students, giving immediate corrections or feedbacks, and congratulating the students as motivation.

2.7.2 Methods of recording

Wallace (1998) believes that real-time observation, audio taping, video taping and transcription are the methods of collecting data. (p. 106)

The writer will use real-time observation, audio taping, and transcription in collecting data.

2.8. Teacher roles

> Richards & Rodgers (2001) states, "Some methods are dependent on the teacher as a source of knowledge and direction; others see the teacher's role as a catalyst, consultant, guide and model for learning." (p. 28)
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> "Any one teacher probably also has many different performance styles depending on the situation. One minute we may be standing at the front commanding or entertaining, but a few minutes later we will be working quietly with a pair while the other students are working in their own pairs. (Harmer, 2001, p.63-64)
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> Harmer (2001) also reports, "Thus for an activity where the students are involved in a team game, we will want to behave energetically (because a game needs excitement and energy), encouragingly (if students need a nudge to have a go), clearly (because we do not want the game to fail through misunderstanding) and fairly (because students care about this in a competition situation)." (p. 64)

Richards & Rodgers (2001) believe that Teacher roles in methods are related to the following issues:

(a) The types of functions teachers are expected to fulfill, whether that of practice director, counselor, or model.

(b) The degree of control the teacher has over how learning takes place.

(c) The degree of which the teacher is responsible for determining the content of what is taught.

(d) The interaction patterns that develop between teachers and learners. (p. 28)

2.8.1. Motivation

> "Yet each student is an individual with different experiences both in and outside the classroom. Much also depends upon individual learner differences and motivation." (Harmer, 2001, p. 37)

Harmer (2001, p. 51) explains that motivation is a type of internal desire which pushes a person to do things to gain a goal. Motivation can be classified into extrinsic (it is influenced by outside factors) and intrinsic motivation (it comes from the inside of the individual)

Extrinsic motivation helps someone to improve his or her encouragement. However, intrinsic motivation is the best thing because if the person is willing to like the learning process, then a combination of great motivation can develop well. (Harmers, 2001, p. 51).

> Spratt, Pulverness and Williams (2005) reports, "Learners may, for example, be quite uninterested in learning a particular language, then meet a teacher who they like so much that they begin to love learning the language. We can see that motivation needs to be both created and continued". (p. 38)

Harmer (2001) believes that motivation is formed from the social environments, different cultures, the teachers and the methods. (p. 51-52)