

CHAPTER II

REVIEW OF LITERATURE

A. Review of Literature

1. Teaching Speaking for Junior High School

Teaching speaking skills in junior high schools is a pedagogical effort that includes strategies to develop students' oral communication skills (Saragih et.al 2019). This process involves guiding students through verbal interactions, developing effective communication skills, and fostering confidence in oral expression. Since teaching English speaking skills as a second language (L2) has challenges, educators must use innovative methods outside conventional approaches to engage students effectively in the learning process. This introduction provides a foundation for exploring the complexities of teaching speaking skills at the lower secondary level, emphasizing the importance of innovation and ongoing professional development for teachers.

Challenges in teaching English as L2 require teachers to move away from traditional methods. Innovative ideas play an important role in this context, encouraging educators to explore and implement new strategies that suit middle school students' unique needs and preferences (Canado, 2010). This ability to adapt is important

because it allows teachers to create an effective and interesting learning atmosphere.

The challenges inherent in teaching English as L2 highlight the importance of moving beyond conventional methods and employing creative strategies. Continuous professional development is a cornerstone of this process, ensuring teachers can navigate the dynamic language education landscape. By cultivating an innovative environment and committing to constant learning, educators can effectively develop middle school students' speaking skills, preparing them for effective communication in the broader context of language acquisition. According to Freeman and Johnson (1998), the most important part is the need for continuous professional development for teachers. Teachers must continue to improve their pedagogical skills and keep up with the latest methodological developments to create effective and interesting learning.

In conclusion, teaching speaking skills in junior high schools demands a departure from traditional approaches towards innovative strategies tailored to the unique challenges of teaching English as a second language. As educators embrace continuous professional development and explore creative methodologies, they empower themselves to nurture students' oral communication abilities effectively. By fostering an environment of adaptability and ongoing learning, teachers not only enhance their pedagogical expertise but

also enrich the language learning experience for middle school students. This proactive approach ensures that students not only acquire essential speaking skills but also develop the confidence and competence necessary for meaningful communication in diverse linguistic contexts. Thus, the journey towards proficiency in spoken English at the junior high school level remains both a pedagogical challenge and an opportunity for growth and innovation in language education.

2. Speaking Skills for Junior High School

Speaking skills in Junior High School includes the ability to articulate thoughts, convey ideas, and share information clearly and coherently, considering elements such as pronunciation, intonation, and use of vocabulary (Wulandari, 2020). speaking skills in junior high school involves various aspects, including participating in discussions and delivering presentations inside and outside the classroom. This diverse nature of speaking skills challenges teachers and students as they navigate the complexities of interpersonal communication.

Challenge for the students in mastering the technical aspects of speaking, such as pronunciation and vocabulary, and overcoming potential obstacles, such as shyness or fear of speaking in public. The classroom becomes a dynamic space where students learn the mechanics of language and how to express themselves confidently

in various social situations (Pardede, et al.,2022). On the other hand, teachers should strive to adapt teaching methods to meet students' individual needs, thereby creating an inclusive and supportive learning environment. According to Brown (2007) show that the fear of making mistakes causes students to lack confidence in their English speaking skills. The teacher should make the class more interesting and fun to avoid the students feeling nervous. s Dewi et.al (2017) state that teacher can elaborate the teaching with educational games (guessing game).

The domain of junior high school speaking skills is characterized by its diverse dimensions, including clear articulation, active participation in discussions, and effective delivery of presentations. This proficiency in oral communication is an integral part of a student's linguistic development and extends beyond the boundaries of the classroom. However, the journey towards mastery of these skills is challenging, as teachers and students must face the task of navigating linguistic intricacies and overcoming personal obstacles. Through a collaborative and supportive learning environment, teachers can guide students in honing their speaking skills, preparing them for effective communication both in academics and in their future endeavors.

3. Teaching Speaking by Using Educational Games

The main aim of educational games is to go beyond traditional learning methods by providing interactive and engaging experiences (Candao, 2010). Rather than relying solely on passive absorption of information, these games aim to improve understanding, retention, and application of educational concepts. Through dynamic and participatory learning, users are encouraged to explore, experiment, and apply knowledge in real-time scenarios, strengthening their knowledge of academic material

Educational games, described by their cognitive stimulation and adaptive functions, illustrate the potential of interactive learning tools. The broader category of educational games, covering a wide range of topics and skills, plays an important role in improving critical thinking and social skills among students (Noemi, 2014). These games, including the featured games, have the same goal: to improve understanding and retention of educational concepts through interactive and engaging experiences. As the educational gaming landscape continues to evolve, these games represent an innovative solution, bridging the gap between entertainment and education and ultimately forming a more dynamic and effective approach to learning.

4. Educational Games

The educational game is a teaching method that uses competition and rules to achieve specific educational goals

(Dempsey et al., 1996). Educational games are a learning method specifically designed to achieve learning goals, the same as other games. Educational games also have their own goals and rules to achieve learning objectives. So, learning using educational games has a more focused goal because the goal is to increase student competence in certain aspects. It is used to teach the material with specific concepts or increase the learning process's competencies (Abt, 1987).

One of the educational games used in this study is a guessing game. According to Klippel and Brown (1994), several techniques, including guessing games, can influence a person's speaking in learning. Guessing Games are educational games with the same goal: to improve understanding and ability in the learning process through interactive and innovative solutions (Prawiyata, 2018).

Guessing games are games that identify or discover something done individually or by a team (Wahyuni & Yulianti, 2016). Guessing games enable students to solve problems by identifying and finding something by just knowing its characteristics. This can positively impact students because students can also learn new lessons related to the material studied through guessing games. Playing guessing games also has its own rules and concepts.

The rules of guessing games are straightforward: one says the vocabulary, and someone tries to find it (Klippel, 1984). With the

rules in the guessing game, students are expected to be more active in speaking class because they will be more likely to think about what they want to say and guess something. This study is related to the game because it is trying to figure out something, which means the student should understand and know the vocabulary to guess the object.

These games involve guessing and speculating, meaning that someone knows something and the other must find out. After applying this technique, the students are expected to increase their speaking ability and gain more about vocabulary, grammar, and pronunciation to achieve the goals. The procedure of interactive guessing games according to Klippel (1984) are:

1. Students work with their partner.
2. Without letting students see it, the teacher puts a nametag one of the student's backs.
3. Students move around the room. They have to find out by asking yes/no questions 'who' they are. They it is not allowed to ask more than three people questions. Once someone finds out who he is, he tells his teacher.

B. Assessing Teaching

The way students speak English is an important part of English language assessment. Usually, this can be obtained when the teacher asks students questions and asks students to talk about the topic to

be studied specifically. It is generally planned before that is related to the material (Koizumi & Yano, 2019). It can be concluded that taking students' English scores does not only happen in the exam; the teachers can ask students to communicate more in English in class. Ask questions about the material and try to push the student to speak more in English. Thus, the students can become more confident and get used to speaking English. Then, teachers can observe students' accuracy and fluency every day.

There are two ways to assess students' speaking abilities in English, namely holistic scoring and analytical scoring tests (Ahmadi et.al, 2020). Holistic scoring can be obtained by giving students just one score. Holistic scoring is usually used for informal assessments that are carried out spontaneously and quickly. Meanwhile, analytical scoring is obtained by providing different scores in each aspect. Analytical scoring is fairer and more reliable because it pays more attention to the aspects and factors that influence the scoring of each element, so it takes longer.

According to brown (2004), the speaking rubric has four aspects. There is grammar, vocabulary, comprehension, fluency, and pronunciation. The rating scale of each component in the speaking rubric is 1-5. The researcher proposes to adapt analytical scoring with the rating scale. The scoring rubric can be seen as follows:

Table 2. 1 Scoring Rubrics (Brown, 2004).

No.	Criteria	Rating Score	Description
1.	Grammar	1	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		5	Equivalent to that of an educated native speaker
2.	Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,

	5	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
3. Fluency	1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
	2	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.
	4	Able to use the language fluently -on-all-levels-normal'y pertinent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency.
	5	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
4. Pronunciation	1	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
	2	The accent is intelligible, though often quite faulty.
	3	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

C. Theoretical Framework

Speaking skills are important in studying English as a second language.

The aim of teaching speaking skills is to help the student learn how to use

language appropriately. The teaching method plays an important role in teaching speaking skills.

The teaching method is designed to achieve goals in student speaking skills. To achieve the goal, the teaching method must be innovative and motivate the students more. Thus, using educational games as media to teach speaking skills can help students increase their speaking skills. This teaching method is more fun, and the students enjoy their learning process.

It can be concluded that to increase student speaking skills. Therefore, using educational games in the teaching-learning process can help students become more motivated, active, and creative. This will impact the student's speaking skills. Educational games make the students feel more interested and motivated to compete with each other.

D. Research Hypothesis

This research aims to answer the question: “Do students who are treated by educational games have better speaking ability than the students who are treated by using conventional methods?”

Based on the related theories, there are two hypotheses in this research:

1. H₀: The null hypothesis means that there is no significant effect of the educational game teaching method on student speaking skills.
2. H_a: The alternative hypothesis states that educational game teaching methods significantly affect student speaking skills.