CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of communication

The word communication originates from the word 'Communis', which means common. So communication is an act by which a person shares the knowledge, feelings, idea, information, etc., in ways such that each gains a common understanding of the meaning, intent and use of the message (O.P.Dahama & O.P. Bhatnagar 1980:347).

According to Schramm in P. Dahama & Bhatnagar (1980:347) communication occurs when two corresponding systems coupled together through one or more non-corresponding systems assume identical status as a result of a single transfer along the chain, we are trying to establish commonness.

Leagans in P. Dahama & O.P. Bhatnagar (1980:347) says "it is a process by which two or more people exchange ideas, facts, feeling or impressions in ways that each gains a common understanding of the message. In essence it is the act of getting a sender and a receiver tuned together for a particular message or series of message." Furthermore, (Hovland, 1964) states that communication is defined as "a process by which an individual, the communicator, transmits (usually verbal symbols) to modify the behaviour of other individuals – Communicators." Communication has as its central interest those behavioural situation in which a source transmits a message to (a) receiver, (b) with conscious intent to affect better behaviour (Miller, 1968).

From the above definition, the researcher concludes that communication is a process of social interaction, in a communication situation two or more individual interact, and also communication it means an exchange of information, knowledge, ideas or feelings taking place between two individuals. In a face to face situation communication is not a mere exchange of information but something more, because in such a situation, along with the information one passes, the gestures, expression, language, the manner of expression and tone – all these combined together, create a sort of impact on both.

2.1.1   Communication Models

According O.P. Dahama & O.P. Bhatnagar. (980:350-51). Communication Models are present as follows:

Communication takes place when the sender selects a certain message and gives it a special treatment for transmission over selected channel to a receiver who interprets the message before taking the desired action. This can be represented through a diagram as follow:

SENDER → MESSAGE → TREATMENT → CHANNEL → RECEIVER

Fig. 23.2. Communication Model

These become the elements of communication. The explanation may be given as follows:

(1) The sender: We may call him the communicator/ speaker/course. It is the person or apparatus that puts the process into operation. The sender may be the extension worker/teacher in a meeting or in front of a microphone/radio. He decides what message to send, how to treat it, so that his audience—

farmers/students/ housewives, youths—can follow it, and what channels radio/newspaper/ lecture/film show/slides, photographs/specimens to use and which receivers or audience to reach. If he makes a poor choice his communication is likely to fail.

(2) The message: This is the 'information package', the technical know-how for improving farmin, livestock, home, village sanitation, health, etc., of the people. It may be a single signal—as on poster or complete information through a pamphlet about the 'package of practices', instruction, blue print, etc.

(3) The treatment of the message: It refers to the ways in which the message is handled before it is placed on the channel. Its purpose is to make the message clear, understandable and realistic to the audience.

(4) The channel: It is the avenue of communication, i.e., in a telegram, the wire over which the message is sent, in a radio talk, it is the radio station, studio and wire ways, in an article, the newspaper in which our message is to appear.

The receiver/audience: The receiver may be a single person when we write a letter; it may be a group of people who read the message, or the messes who listen to the radio, and see television. The more homogeneous the audience is, the greater are the chances of effective communication.

2.2 Teaching Speaking

Bygate (1987:2) says that speaking is a skill, which deservers attention every bit as much as literary, in both first and second language. So speaking English is very necessary. Finocchiaro (1969:96) said that spoken language is

considered primary. All normal people can speak well enough in their community, although many cannot read and writer. Since the speaking skill is considered to be primary, the teacher hopes that they can help the students develop their students' communicative competence and motivation in learning a language. Considering that, the writer thinks that the teaching of speaking is very necessary for the students, as the ending of learning a language is to be able to speak in that language. Chang Feng Hsin (1988:15) also supported this statement by saying that there is no use at all learning a language if we cannot communicate to each other. Therefore, the teachers are supposed to give more attention in teaching speaking, beside the other skills.

Usually the problem which many students face in the speaking class is they do not have enough courage to speak orally and spontaneously. Therefore, the teacher should chooser a technique which encourages and requires spontaneous language use in the classroom.

In teaching speaking, the teacher should provide the technique which requires much opportunity for the students to speak freely. The technique which is appropriate is by giving games to motivate the students to speak as much as they can. This will encourage the students to participate actively in a speaking class. This statement suitable with Bowen's Opinion, Bowen (1985:336) says that the active class participation is important in all the language skill, especially in speaking. Any measure of skill impossible without practice.

Beside that the teachers should require the materials which the students know well, such as the students everyday life, their personal experiences, their social community, etc. If the materials are known well by the students, it will be

easier for them to express what they want to say. And, their interest in learning speaking will be achieved. Nasr (1972:19) investigates that the effectiveness of a foreign language teaching also depends on the selection of materials that is appropriate to the interest and ability of the children. Besides that it is important to make students active and involve in activities. It is like Hudelson's idea (1991:21) that children in language classes need to be active and to get involved in activities; they need to work on meaningful task or games. Lee (1974:53) affirms that children, in their language learning like fun, physical movement and full participation on what is going on.

2.3 Games

In teaching of EFL needs to give a variety of activities in class room. One of the techniques offered to create variation in the classroom is by using games in the teaching learning activities. Dwayne (1973:535) mentions that games can be used to present new language skills and concepts effectively. It may also produce a more relaxed atmosphere in classroom and better student-teacher relationship.

Krashen (1983:121) recognized that language instruction have always made use of games in language classroom mostly as a mechanism for stimulating interest and often as a reward for working diligently. Games can also serve well as the basis for an acquisition activity and are therefore an important experience in the acquisition process. Students are normally interested in the outcome of the game, and in most cases the focus of itself and not the language forms used to play the game. Indeed, experienced instructors who work with children know that

they become involved more quickly with an activity if it is presented in a game format.

Since games make students study something freely, with ease, enjoyment, and a feeling of pleasure and also help give practice In language while keeping the class lively and interesting, they are indispensable in the primary school curriculum and are used, for example, extensively in ESL classes for children (Krashen, 1983:155). Furthermore Hudelson (1991:21) says that children in language classes need to be active and to get involved in activities; they need to work on meaningful task or games.

2.4 The Technique of Using Games

The techniques of using games implementation are designed based on the procedures of original games used in this action research. The techniques of games implementation are described bellow: 1) the students are put into small groups which consists of four or two students, 2) the group choose their spoken men or women, 3) the teacher introduce the game by starting the name, the objective and the procedure of the game, 4) the teacher assisted by some volunteering students play an extra game as a model, 5) as the students understand the procedure of the game, the students start playing the game while the teacher controls and messages the game as well as give motivation to the students, 6) the teacher can make some modification or adaptation on the procedure of the game for the seek of the learning goals, 7) the teacher gives scores for each correct answer stated by the group or owns, 8) the teacher counts the scores of the groups announced the winner of the game at the end of the game.

- **Describe Picture**

The procedure is like this: the teacher gives pictures to the students. The teacher divides four groups and each group has a picture, which all its members can see. The teacher gives fifteen minutes to discuss their picture with their friend, after this every group has five minutes to say as many sentences as they can that describe it in front of class.

2.5 The Advantages of Using Games

Games make the students have more spirit in studying, as the researcher knows the students usually feel bore after getting another lesson, so by the games the students receive the lesson with fun. This statement suitable with Dorry (1986:5) he says, "The whole process of teaching and learning should be fun." Thus, there should be enjoyable situation in teaching and learning process.

Concerning with the enjoy to learning, Hutchinson and Waters (1986:47), state, "The emotional reaction to the learning experience is the essential foundation for the initiation of the cognitive process. How the learning is perceived by the learners will affect what learning, if any, will take place." Furthermore, Hutchinson and Waters equate students as travelers. The Travelers who can enjoy the challenges and the experiences of the journey likely want to repeat the activity. In this case a need to acquire knowledge is necessary factor, but of equal, if not greater importance is the need to actually enjoy the process of acquisition.

According to Alan Chamberlain (1980), the advantages of games are:

- They allow more Variation of classroom activity.

- Students participate actively in the lesson, and do most of talking.

- Students will be learning unciously, as they strive to succeed in the contest.

- Since they are concentrating on solving the problems posed by the game, they will use the language more naturally and less self consciously.

- Students will get used to working together in small groups or teams, thus facilitating the introduction of other group work activities.

2.6 The Requirements of Games

According to Weed (1974:114) there are twelve criteria for selecting games:

- Decide on the Decide on the purpose of the game first.

- Consider the space the writer has in which to play the games.

- The number of students will limit the choice of the games

- Decide whether a game is to be individual competition or team effort.

- The age group into which the students fall is another factor to consider.

- Think about the activity level

- Pick the general type of games

- Decide a head of time on the writer's time limit

- Plan the use of proper ties

- Decide whether the writer wants to give rewards.

- Buy and refer to some game books.

- Adapt the game the writer selects to suit the writer's situation.

For games to be successful, Alan (1980:28) state that :

- They must be motivating or to put it in lay term, there must be an element of fun involved. This generally means that is not only the activity it self interesting, but there is some from of competition.

  This competition may be among the pupils as individuals, among groups from small "team" of 2-3 pupils to two large "teams" incorporating the whole class, between an individual (teacher or pupil) and the rest of the class against the clock, that is the activity must be completed within a certain time limit.

- The rules should be easy to explain. If the games are too complicated, valuable time will be lost explaining, pupils may become bored or confused, and little learning will take place.