CHAPTER II

LITERATURE REVIEW

This chapter explains the research's theoretical review, previous study, and theoretical framework.

A. Theoretical Review

1. The Concept of Speaking

a) Definition of speaking

According to Brown (2001), Speaking is the interactive learning to construct the meaning that involves producing, receiving, and processing information. It means that Speaking can construct the meaning to do communication with each other. With Speaking, we can produce the information to the listener, receive the information from the speaker, and process the information to make communication activities or speaking activities.

There are two kinds of speaking are dialogue and monologue. The monologue is held by one person and used to express feelings or show ideas and information, for example, in speech, news, and telling a story. Two people hold dialogue or more to interact with the others, for example, in purchase and sale, teaching and learning process in class, Ect.

The spoken productive language skill is called speaking (Siahaan, 2008). According to Harmer (2001), Speaking is a skill that deserves

attention every bit as much as literary skills, in both first and second language. To most people, mastering speaking skills are the most critical aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Students who study a second language find many difficulties in speaking. Such as lack of vocabulary and shyness to speak up. To be fluent in speaking, they should master a lot of vocabulary and grammar and know how to pronounce the words by concern the phonetic transcription of the word as a reliable guide on how a word is pronounced and continued repetition.

The best way to learn and master the language is to practice it. According to Bashir (2011), Speaking is a productive skill in the oral mode. Like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words.

A person's speaking ability is usually judged during a face-to-face interaction, in real-time, between an interlocutor and a candidate (Ahmed and Alamin, 2014). Speaking ability can be assessed directly by the teacher in class to know students' speaking quality by conducting dialogue or hearing what they speak.

Speaking ability is a matter which needs much effort (Anyaran, 2014). It means that speaking ability is not an ability provided instantly.

To increase this Speaking ability need to practice continuously and use it in daily activities to communicate with others.

A speaking teacher must assess many aspects of speaking concurrently. Aspects of Speaking are some aspects that we must master to make our speech acceptable. Ahmad and Alamin (2014) say that at least aspects of Speaking that might be considered in the assessment scale are grammar, pronunciation, fluency, and content.

b) **The Elements of speaking skill.**

Harmer (2002) states that the ability to speak English presupposes the elements necessary for vocal production as follows:

1. Connected speech: Effective speakers of English need to be able to produce individual phonemes of English and use fluent connected speech. So, the teachers should involve students in oral activities explicitly designed to improve their connective speech.
2. Expressive devices: a native of English changes the pitch and stress of particular parts of utterances, vary volume and speed, and show how they feel by other physical and non-verbal means. The use of these devices contributes to the skill of conveying meaning. They allow the different expressions of emotion and intention; students should be able to deploy at least some of such supra-segmental features and devices in the same way if they are effective communicators.

3. Lexis and grammar: spontaneous speech is marked by using common lexical phrases, especially in their performance of specific language functions.

4. Teachers should supply various phrases for different functions, such as greeting, agreeing, and disagreeing.

5. Negotiation language: practical speaking benefits from the negotiation language we use to seek clarification and to show the structure of what we are saying.

c) Micro and Macro speaking skills.

Brown (2004) distinguishes between micro-skills and macro-skills of speaking. The micro-skills refer to producing smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal words. The macro skills imply the speakers focus on the more significant elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. The micro-skills and macro-skills of speaking, according to Brown (2004).

Micro-skills

1. Producing differences among English phonemes and allophonic variants.

2. Producing chunks of the language of different lengths.

3. Producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

4. Producing fewer words and phrases.

5. Use an adequate number of lexical units (words) to accomplish practical purposes.

6. Producing fluent speech at different rates of delivery.

7. Monitoring one's oral production and using various strategic devices, pauses, fillers, self-corrections, and backtracking to enhance the clarity of the message.

8. Using grammatical word classes (nouns, verbs, Etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9. Producing speech in natural constituents: inappropriate phrases, pause groups, breathe groups, and sentence constituents.

10. Expressing a particular meaning in different grammatical forms.

11. Using cohesive devices in spoken discourse.

Macro-skills

1. Accomplishing appropriately communicative functions appropriately according to situations, participants, and goals.

2. Using appropriate styles, register, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping, yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

3. Conveying links and connections between events and communication, such as relations as focal and peripheral ideas. Events and feelings, new information and given information, generalization, and exemplification.

4. Conveying facial features, kinesics, body language, other nonverbal cues, and verbal language.

5. Developing and using a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor understands.

a) **Assessment of speaking skill**

Assessing Speaking is challenging because there are so many factors that influence teachers" impression of how well someone can speak a language. When the teachers assess speaking, it means that the teacher's" listening skills determine the reliability and validity of an oral production test. For example, assigning a score ranging from one to five is difficult. The lines of distinction between levels are pretty difficult to pinpoint. The teachers can spend time seeing the students" speaking performance records to make an accurate assessment. (Brown, & Luoma, 2004).

Thornbury (2005) clarifies two main ways to assess speaking. They are holistic scoring and analytic scoring. Holistic scoring uses a single score as a basis of an overall impression. In contrast, analytic scoring

uses a score for different aspects of the task. This holistic way has the advantages of being quick and is perhaps suitable for informally assessing progress. However, analytic scoring takes longer since it requires the teachers to consider various factors and is probably fairer and more reliable. It also provides information on specific weaknesses and strengths of the students. On the 24 other hand, the disadvantage of analytic scoring is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five students" categories seem to be the maximum that who can handle at one time.

Furthermore, Thornbury (2005) asserts that based on Cambridge Certificate in English Language Speaking Skills (CELS), five categories must be considered: grammar and vocabulary. Discourse management, pronunciation, and interactive communication. When dealing with grammar and vocabulary, the students must use appropriate syntactic forms and vocabulary to meet the task requirements at each level. Discourse management refers to the ability of students to express their ideas and opinions coherently and convey precise information. Pronunciation is using the correct stress and intonation to convey the intended meaning. Finally, interactive communication describes the student's ability to respond appropriately to the interlocutor with the speed and rhythm needed to meet task requirements. These four elements are in line with the opinion of Brown

(2004) regarding aspects of speaking assessment: grammar, vocabulary, comprehension, fluency, and pronunciation.

2. **Collaborative learning Techniques**

Collaborative learning technique is a learning process in the form of collaboration between one individual and another, working hand in hand to complete a task to achieve a specific goal. In this collaborative learning technique, there is communication, which will continue with discussions and compromises as stated by Howel al. (2014) in his book, which states that collaborative learning techniques are activities that are believed to be able to improve students' understanding in learning, train leadership skills, good communication and cooperation and can foster student creativity.

a) Technique for Reciprocal Teaching

1) Note-talking pairs

Note-Taking Pairs cooperative learning model is a technique that provides structured activities for students to gather information, fill in gaps, check and correct errors, and help each other learn to become better note-takers.

The Note-Taking Pairs learning model can also encourage student interaction activities and processes, familiarize students with collaboration, help each other and stimulate students to think actively

(Poniah, 2018). One way to make learning effective is to make students active so that they enjoy learning and can develop thinking skills in the learning process. Students must also like the model used in teaching. Note Taking Pairs is a collaborative learning model. This model applies collaboration in education. These Note-Taking Pairs help students improve their notes (Marlina, 2014).

In Note-Taking Pairs, students work in pairs to develop the individual notes they already have. Working with friends allows students to view and review their notes with other sources (with their partners). Couples help each other find missing information and correct inaccuracies so that the results of their joint efforts are better than individual records.

2) Fishbowl

The Fish Bowl method is one of the group discussion methods. In this discussion, there is an interaction between two or more individuals involved and exchange experiences and information and solve problems. All students must be actively involved and cannot be just listeners.

3) Role-play

According to Zaini (2007), the Roleplaying model is a planned learning activity designed in such a way to achieve learning objectives. Kenneth (in Hamalik 2008) Roleplaying is the application of learning

according to students' experience because students can play a role and express feelings without worrying about getting sanctioned.

According to Mudarin (2009), several things need to be considered in Roleplay, including; 1) the learning model is by the use of learning achievements so that Who can achieve these uses efficiently; 2) role-play activities can identify the abilities and activities of students.

3. **The Nature of Role Play**

   a) **Role-play**

   Sellers (2002) defines a role to play as a "spontaneous, dramatic, creative teaching strategy in which individuals overtly and consciously assume the roles of others" (as cited in Cohen, Manion, & Morrison (2011). Also, Billings and Halstead (2005), as cited in Cohen (2011), state that "role play is an effective strategy for learning because it forces participants to think about the person whose role is being assumed, is connected to real-life situations, and promotes active, personal involvement in learning."

   Role play becomes an effective teaching strategy because the students play the role of other people. The students perform their role plays in front of the class in pairs, Which makes them more active in learning to speak; each student has a responsibility to master their roles so that the role play is run smoothly.

Byrne (1986) says that role play is a method of interaction with other people in imaginary situations (as cited in Suryani (2015). Role play can be defined as interacting with others in certain situations. From the definition, we can use role play in speaking activities that involve imagination to be ourselves or to be someone else in a specific situation. Then, people can develop their imagination through the situation.

Purcell (1993) states that role play is a fun method teacher can use in the students' learning activities. Role play becomes a fun technique in speaking activities. It can make the students more interested in learning English.

Purcell (1993) adds, "role play motivates students, helps them lose their inhibitions, and serves as a means to augment verbal skills, self-esteem, leadership abilities, and cultural appreciation." Role play is an appropriate technique in learning English. Therefore, it can motivate the students to speak in English. After the students are motivated, they can speak in English without fear.

According to Ladousse (1995), there are some advantages of a role play. First, a role play gives a wide variety of experience and students can practice their speaking skills in any situations through a role play. Second, a role play puts students in a situation in which they are required to use and develop their ideas. Third, a role play helps shy students by providing them with a mask. The last, using role play in speaking activities is fun.

Also, it helps students to have self-motivation through self-awareness. Therefore, role play becomes a means to motivate the students in learning to speak.

b) Reasons for Using Role Play

There are many reasons teachers should use role play techniques in speaking, as seen by Nation and Thomas (1988) in Communication Activities. That is:

1. Role-playing allows a broader range of language functions and variations than in the classroom.
2. Role-playing allows exploration of cultural issues, particularly appropriate ways to behave in certain situations, such as when offered food or drink.
3. Roleplaying can add interest to an activity, and distributing roles can ensure participation.
4. Role-playing can result in the repetition of speaking activities by providing change.

In short, role-playing covers a wide range of possibilities because students have to enter into many different situations. In addition, it can help students to achieve maximum communication.

c) Types of Roles in Role Play

Ladousse (1997) viewed that there are several types of roles in role play:

1) The first is the roles that correspond to a real need in the students' lives. This category involves doctors dealing with patients or sales assistants traveling abroad.

2) The second type of role is that the students play themselves in various situations, which may or may not have direct experience. An example included in this category is a customer complaining or a passenger asking for information.

3) The third type is the type that few students will ever experience directly. However, it is easy to play because the teachers have vast indirect experience with them. The television journalist is an excellent example of this type and is a valuable role in real life.

4) The last type is fantasy roles, which are fictitious, imaginary, and possibly even absurd. In summary, the overall aim of those types of the role is very similar: to train students to deal with the unpredictable nature of language.

d) **Techniques to Control Role Play**

Teachers can use many techniques to control the class during role play. Meanwhile, Littlewood (1994) proposed four techniques that may use by teachers to control role play in their class. Those are:

1) Role play is controlled through cued dialogues.

2) Role play is controlled through cues and information.

3) Role play is controlled through situations and goals.

4) Role play in the form of debate or discussion.

To control the implementation of Roleplay in speaking practice, the teacher applies two techniques: role-playing controlled by dialogue and role-playing controlled by the situation and purpose of role-playing.

e) The Purpose of Role Play

Role-playing (dramatization) helps to bring the language to life and to give the learners some experience of its use as a means of communication. Therefore, the primary purpose of role play is to develop communication situations. The realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned.

Hence, the writer concludes that the goal of teaching speaking is similar to the goal of the role-play technique: communication. It means role play can be applied in teaching speaking, and it can help students get used to speaking English.

f) The Significance of Role Play

It has been mentioned before that role play is one of the activities which is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining, and the like. According to Ladousse (1997), role play uses different communicative techniques, develops language fluency, promotes classroom interaction, and increases

motivation. Even Role-play helps many shy learners by providing a mask. In addition, it is fun, and most learners will agree that enjoyment leads to better learning. Based on that statement, the writer assumes that Roleplay gives many advantages: such as improving students' speaking ability and motivating them to practice their English. Most importantly, the students feel fun learning English because role play is also a kind of game.

4. **Teaching Procedures using Role-play**

A teacher can make procedures appropriate for his class, including adjusting the level of ability of different students in the class. According to Quisenberry (1995), the role of play should be simple, flexible, and not require much preparation (not long-winded) both on the part of the teacher and students. Therefore, the following are general guidelines from Van Ments, Marinelli, Maley, Duff, and Quisenberry (1995) to help teachers prepare themselves to succeed and combine ideas:

1. Introducing and demonstrating the advantages of role-playing on the first day of class.

2. Developing ideas, warming up through drama, practicing vocabulary and mime (improves the language in students' minds). Don't spend much time in this phase, seems to work best with a minimum structure.

3. Assigning roles. Role cards with written cues are beneficial (mainly for beginners and intermediate students). Role play cards can be a handy tool. Role-play cards invite students to assume the role of a specific

person or character and to react to a stimulus or prompt as that person. It is up to the teacher to Role Play and uses them. But make sure that there is a role for every student in the classroom, that they are grouped multi-culturally (to avoid falling back into the native language), and that they don't reveal the role card to anyone. As suggested by Golebiowska, there are three rules to be emphasized when assigning roles: (a) Don't show your role card to anyone; (b) don't reveal all the information once; (c) speak the target language.

4. Rehearsing in pairs or small groups (assign 10 minutes). The classroom will be noisy and busy.

5. Performing in the classroom (every group should have a turn). Actual performances before audiences are not objective. Role players should only be concerned with themselves, the other role players, and the spontaneous generation of language. It is acting for the sake of language learning exclusively.

6. Debriefing. It gives students 10 minutes immediately after the enactment to criticize the interactions based on the difficulty and authenticity, to create spontaneous language: Is it successful? Why/ why not? How is it constructed? Could it be improved? How?

7. Evaluating Performances. It ensures they will be graded for ease in generating language.

5. Advantages and Disadvantages of Role-play

According to Wehrli (2016), the role play technique has some advantages and disadvantages as follows:

a) Advantages of Role Play

1. Involving actively as participants.

2. Adding variety, reality, and specificity to the learning experience.

3. Evolving problem-solved and verbal expression skills.

4. Providing practice to build skills before real-world application and when "real" experiences are not readily available.

5. Enabling learners to experiment in a safe environment with behaviors that strike them as potentially helpful and to identify behaviors that are not.

6. Being able to provide an entirely new perspective on a situation and develop insights about feelings and relationships.

7. Providing teachers immediate feedback about the learner's understanding and ability to apply concepts.

8. Improving the likelihood of transfer of learning from the classroom to the real world.

b) Disadvantages of Role Play

1. Putting pressure on learners to perform can create embarrassment and even resistance.

2. Causing difficulties in the learner's imagination and willingness to participate.

3. Causing solid emotions related to past experiences, empathy, Etc.

4. Causing a lack of focus unless well-planned, orchestrated, and monitored.

5. Reinforcing ineffective behaviors/strategies if performance is not observed by a knowledgeable person who provides appropriate feedback.

6. Causing unpredictable term of outcomes.

7. Wasting too much time.

B. Previous Study

There are several previous research findings related to this study, such as:

The first is the thesis entitled "Improving Students' Speaking Skill By Role Play : A classroom action research on the eleventh grade students of immersion program 1 of the state senior high school of Karang Pandan Academic Year 2009/2010" Written by Sumana, the student of Universitas Muhammadiyah Surakarta from the thesis the writer said that the objectives of this research are to improve the student's speaking skill, to check whether Roleplay is effective learning technique, to know the strengths and weaknesses of role play. In collecting the data, his thesis used the non-observational and observational techniques supported by a test. The test was in the form of a pretest-posttest to know how the student speaks English using role play. The result proved that the score of the

students increased from the pretest with an average score of 59 to the posttest with an average score of 71. This study focused on implementing role play as speaking activities and described the problems after learning using role play. His thesis design is a quantitative method that measures the score of the students. However, this study is descriptive and qualitative, describing all activities during the teaching and learning process. The similarity is that both use Role-play as a strategy in teaching speaking.

The second is a thesis entitled "Using the Role-Play Technique to Improve the Speaking Skills of Grade XI Students of SMAN 1 Panggang in the academic year of 2014/2015," written by Kunto Laksono Hadi, a student of Universitas Negeri Yogyakarta. This study aims to improve the speaking skills of class XI IIS 2 students at SMAN 1 Bake by applying role-playing techniques. This research belongs to action research. The differences are that this thesis aims to improve the student's ability to score from the pretest to the posttest, to practice English more confidently, and to have more enthusiasm for learning English. This research described the implementation of role play as speaking activities such as pro, contra, riddle, and proverb. This research also described the problems encountered by the students in Role-play as the students felt afraid when they spoke English in front of the class, and the students lacked understanding of the various vocabularies. The students felt it difficult to speak English with suitable tenses and grammar. This thesis used the quantitative method, but

this research uses a descriptive qualitative design. The similarity is that both use Role-play as a strategy in teaching speaking.

The third is the thesis entitled "Using Role Play in Teaching Speaking," written by Ayu Diya Harni Susanti, a UIN Syarif Hidayatullah Jakarta student. The result of this thesis was that role play can increase students' speaking skills in any situation and give the students help in communication. For example, for shy learners, role play helps by facilitating masks to make them brave in conversation. In addition, fun learning will enhance their enjoyment in mastering the language and lead to better learning. Her thesis focused on improving the student's speaking ability. However, in this study, the researcher focused on the implementation of role play as speaking activities by doing a presentation after looking for information about the topic by interviewing someone. This research also described the problems encountered by the students in studying using role play. The similarities are both of them use descriptive quantitative design, and both of them use Role-play as a strategy in teaching speaking.

The fourth is the thesis entitled "Using Role Play in Improving Students' Speaking Ability," written by Sari Irianthi, a student of UIN Syarif Hidayatullah. Her thesis aimed to increase students' ability to speak English by using media role-playing; increasing her thesis was from 13 students or 36% who achieved minimal mastery level criterion to 32

students or 88% who achieved minimal mastery level criterion. The differences are that this thesis used classroom action research (CAR). However, this research uses a descriptive qualitative design by observation, and this thesis focuses on improving the student's speaking ability using Role-play. This study focuses on implementing role play as speaking activities and describes the problems after learning to use role-play. The similarity is that both use Role-play as a strategy in teaching speaking.

The fifth is the thesis entitled "The Use of Role Play in Speaking Activities for the 8th Grade Students of SMPN 1 Sleman," written by Dian faqih, a student of Universitas Sanata Darma Yogyakarta. This research showed that the researcher implemented a role to play in the action stage. Firstly, the researcher explained what role play was and the rules of role play. Secondly, the researcher distributed the situation to the students, and they had to make a script based on the situation they had given. Thirdly, the researcher walked around to help the students if they had problems related to the script for their role plays. Then the researcher called the students to perform their role plays. Lastly, the researcher took the score of their performance. Role plays are an appropriate technique in speaking activities for increasing students' motivation to speak in English. The difference is her thesis took the score of their performances, but this thesis focused on the students' problems after learning by using RoleRole-play English skills

A. Theoretical Framework

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│ Eleventh Grade MIPA 2│─│    Speaking      │─│ Students Speaking Practice│
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│    SMAN Tulakan      │ └──────────────────┘ │    Using Role Play       │
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              │ Technique analyze of Students Speaking Practice Using Role Play│
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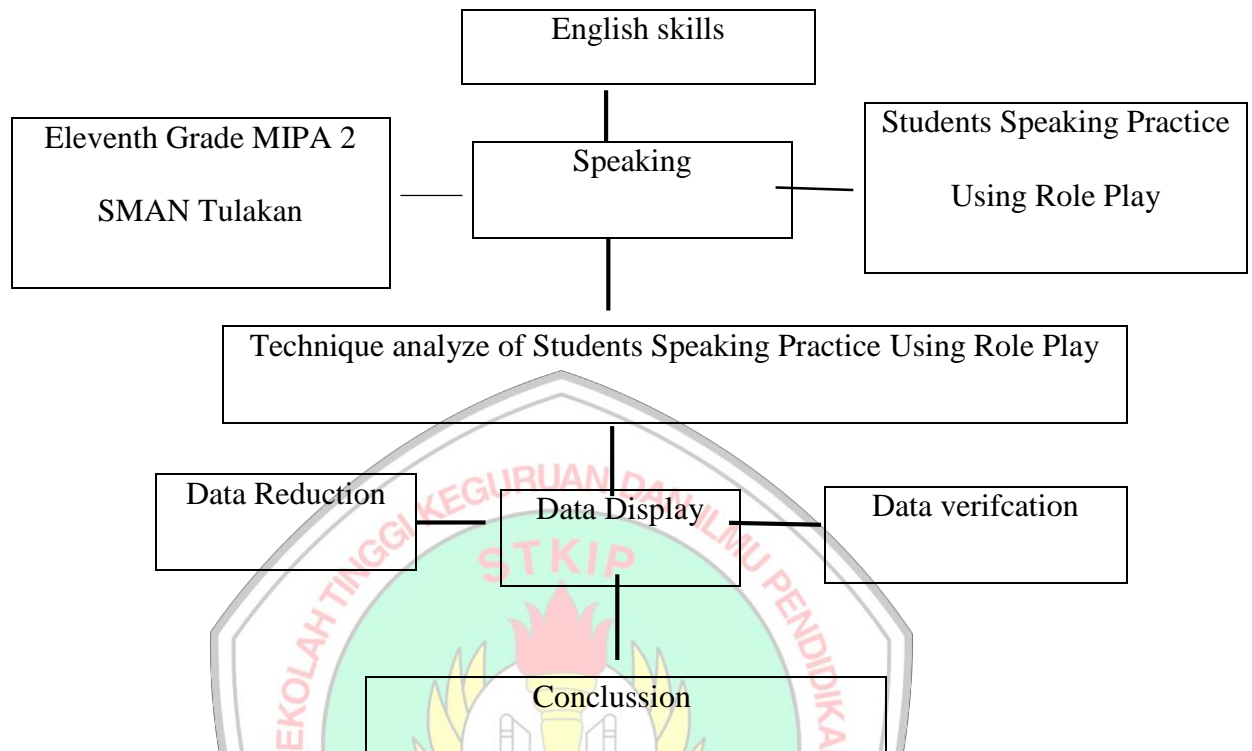
Figure 2.1 Theoretical Framework

This conceptual framework shows the relationship between the constructs in this study. The subjects of this study were students of class XI SMAN Tulakan who applied role-play strategies in learning to speak. First, the researcher analyzed the application of Role-play in students' speaking practice. Second, with the analysis of role play application, researchers can describe the process of implementing role play, knowing student perspectives, and knowing the advantages and disadvantages of role role-play strategies.