**CHAPTER II**

**REVIEW OF THE RELATED LITERATURE**

This chapter presents the review of related literature. It covers language skill, speaking skill, objectives of teaching speaking, the strategy for developing speaking skill, the elements of speaking skill, the problem of teaching speaking, and role-play technique which are theoretical backgrounds of this research.

1. **Language Skill**

There is something confusing and hard to understand what skill is and what someone needs to built it. According to Oxford dictionary (2005:403) skill is ability to do something.

In primary classroom today, students need to master the four language skills. There are listening, speaking, reading and writing. Through these four language skills, the school can provide a genius. So, they need a good language teaching from the teachers. A good language teaching is very important especially to deliver all those four skills. Besides the language skills, the students also have their “own” world or theme to understand.

The first skill is listening**.** What is listening? Listening can be defined as pay attention to what someone is saying or to a sound that you can hear. Listening skill is very important in our daily life, and according to Harmer (2005:111), listening is a skill and any help we can give students in performs that skill will help them to be better listeners. So, to teach this skill, teacher can provide many activities to develop students understanding.

The second language skill is speaking, and it is important as a communication tools and making relationships with others. When we speak, we must use the correct words, pronunciation and the intonation. “If listening is the Cinderella skill in second language learning, then speaking is the overbearing elder sister”(Nunan, 1999:225).

The third language skill is reading. For our information, reading merely involves the ability to sound the words printed on page. It is important for us to realize that reading is much more complex than this. The last language skill that students must master it is writing. Writing is very important in our daily life. It is like a soul. It is valuable and important.

Bailey (2003:47) explains that Language generated by the learner (in Speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (aural/oral or written). Thus, speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.

1. **Speaking Skill**

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Cook (1989) in Murcia & Olshtain (2000:164) Stated that:

Spoken language, as has often been pointed out, happens in time, and must therefore be produced and processed ’on line’. There is no going back and changing or restructuring our words as there is in writing there is often no time to pause and think, and while we are talking or listening, we cannot stand back view the discourse in spatial or diagrammatic terms. According Brazil (1995) in Murcia & Olshtain (2000:164) stated that:

For each occasion on which we speak, there are certain requirements we must seek to satisfy. It is our perception of these requirements that lies behind our purposeful utterances: we pursue a purpose that is some sense imposed upon us by our reading of the present situation vis-à-vis our listener, and our listener’s perception of that situation provides a framework within which to interpret what we say.

In some ways speaking can be considered the most difficult skill to acquire since it requires command of both listening comprehension and speech production sub skills (e.g. vocabulary retrieval, pronunciation, choice of a grammatical pattern, and so forth) in unpredictable, unplanned situation. On the other hand, speaking can be viewed as the easiest skills since one can use body language, demonstration, repetition, and various other strategies to make on self understood.

1. **Objectives of Teaching Speaking**

In some learning contexts, it is clear why students need to learn to speak English. In many countries, students learn all other school subjects like mathematics, and science through the medium of English. Secondary-level students or adult learners may be planning to study in an English-speaking country or be preparing for a specific job in their own country.

Some students work very hard because they hope that speaking English well will lead to a better job when they leave school. Some parents send their children to extra lesson. They hope their children will work in an international business or will study aboard.

Nunan (1999:200 and 225) stated “When someone asks, “do you know language?” they generally mean “can you speak the language?”. So the main result expected of studying second language is to carry it out in daily life as mean of communication. He also stated that spoken language provides means of interaction for the learners. Because learners must interact to achieve understanding and authentic spoken language presents a challenge for the learner to attempt to understand language as native speakers actually use it.

Speaking is often considered as the most important of the four language skills because, people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and most of foreign language learners are primarily interested in learning to speak. Harmer (2005:123) stated that there are three main reasons for getting students to speak in the classroom.

1. Speaking activities provide rehearsal opportunities – chance to practice real life speaking in the safety of classroom.
2. Speaking tasks in which students try to use any or all of the language they know feedback for both teacher and students. So everyone can see how well they are doing: both how successful they are. And also what language problems they are experiencing.
3. The more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

As it was stated above, Baker and Westrup (2000:5-6) added very good educational reasons to practice speaking during a lesson:

1. Speaking activities can reinforce to learning of new vocabulary, grammar or functional language.
2. Speaking activities give students the change to use the new language they are learning.
3. Speaking activities give more advantage students the change to experiment with the language they already know in different situation and on different topic.

Nunan (2003:54) added the principles for teaching speaking, such as:

1. Be aware of the differences between second language and foreign language learning contexts.
2. Give students practice with both fluency and accuracy.
3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
4. Plan speaking tasks that involves negotiation for meaning.
5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

According to the 2006 curriculum (Depdiknas, BSNP: 2006:278), that the aim of the teaching of English as foreign language in Indonesia, particularly at Junior High School level is to:

1. To develop communication ability using the language orally or in the written form, communication ability here includes listening, speaking, reading and, writing.
2. To develop consciousness of abstraction and importance of English in order to increase nation’s capabilities in the world.
3. To develop the understanding of inter correlation among language and cultures.

Based on the 2006 curriculum above, it is clear that the goal of teaching English at Junior High School is to develop the students’ ability to use English in spoken and written forms.

One of the most important skills among those four skills is speaking skill. It is one the four language skills which should be developed in teaching English because according to Hudge (2003:26), learning speaking is very important for student. For many students learning to speak in English is priority. They may need this skill for a variety reasons such as for exchanging information or influencing people. Rubin and Thomson (1982: 27) stated that the main goal of studying foreign language for most people is to be able to use the oral language.

According to Hadfield and Hadfield (1999:3) that speaking lesson is a kind of bridge for learners between the classroom and the world outside. So using the target language or the second language to communicate in real life is one of facilitator for the students for learning new language.

1. **The Strategies for Developing Speaking Skill**

To most people, speaking is the most difficult part when learning a foreign language. Although everyone knows that the best way to speak a language fluently is to practice speaking as much as possible, not many people can do this. Language centers often create courses focusing on speaking skills, but besides the help of these courses, learners should make some effort to improve your skills on their own.

Learners often hesitate to speak because they are afraid of pronouncing the words wrongly. In fact it is very difficult to correct a mistake in pronunciation later if the learners don't pay attention to it from the start. The advice is that the learners should try to pronounce the words right from the very beginning lessons. To be patient when pronouncing new words, if they make a constant mistake in pronunciation, they should record the right pronunciation of that word and listen over and over again so that they will be familiar with it.

The learners can find short stories in the language they are learning, from books or on the internet and reading them aloud at home. In this way learners can roughly judge how good their pronunciation is and gaining more confidence when speaking to others later. Learners can also try to think in the language they are learning. It may sound crazy but speaking to ourselves in a foreign language is very effective for our learning.

The best way to improve speaking skills is to talk with a native speaker. That also means the best language class is the one which has a native speaker as the teacher. The foreign teacher usually uses only the language being learnt in the class and refuses to speak in any other. Therefore learners can become more familiar with the language they are studying because they are forced to understand and to express their ideas in it.

Talking to a native speaker in learners’ country is good. However, talking to a native in their own country is far better. If learners can afford to travel to the country where the language that you are learning is spoken and stay there for some time, it's the fastest way to improve the learners’ speaking skills. When learners are surrounded by a new language everyday and no one talks to learners in their mother tongue, they have to try their best to speak in that language to survive. Besides being able to learn how people really talk in their daily lives, they can also enlarge their vision with new views and enrich their knowledge about a different culture. Adapted from Michael.

In addition from the writer’s view, learning English as a foreign language, we also should remember how the small child learns his or her mother language. They listen, they copy, and they practice. After saying words many, many times, they come to know what they mean, and they can say them correctly.

1. **The Elements of Speaking Skill**

In order to be able to speak in another language and make oneself understood, it is usually not necessary to reach a perfect level of competence and control. In fact, people can communicate orally with very little linguistic knowledge when they make good use of pragmatic and socio cultural factors. But in order to become a truly effective oral communicator in another language, there are a number of prerequisites.

The linguistic, socio cultural, and discourse competences needed to ensure better oral communication which were listed by Murcia and Olshtain (2000:175) include the following areas, all of which are part of discourse knowledge:

1. Knowing the vocabulary relevant to the situation.
2. Ability to use discourse connectors such as *well; oh; I see; ok.*
3. Ability to use suitable “opening phrases” and “closing Phrases”. Such as *excuse me or thank you for your help.*
4. Ability to comprehend and use reduced forms (reducing vowel sounds is particularly important in English)
5. Knowing the syntax for producing basic clauses in the language.
6. Ability to use the basic intonation-or tone-pattern of the language.
7. Ability to use proper rhythm and stress in the language and to make proper pauses.
8. Awareness of how to apply grice’s maxim in the new language.
9. Knowing how to use the interlocutor’s reaction on input.
10. Awareness of the various conversational rules that facilitate the flow of talk.

Nunan (1999:266) stated that:

What is it one needs to know and be able to do in order to speak in another language? Of course, one needs to know how to articulate sounds in comprehensive manner, one needs an adequate vocabulary, and one need to have mastery of syntax (rules for making sentence out of words and phrases). These various elements add up to linguistics competence.

And as it was stated above, Richards, Platt and Weber added some points concerning with characteristics of communicative competence which are larger than only linguistics competence in Nunan (1999:226):

Communicative competence includes: (a) knowledge of grammar and vocabulary of the language; (b) knowledge of rules of speaking (e.g., knowing how to begin and how to end the conversation…knowing which address form should be used with different person one speaks to and in different situations; (c) knowing how to use and respond to different types of speech acts such as request, apologies,…; (d) knowing how to use language appropriately.

Here are some of the micro- and macro skills involved in speaking which are stated by Brown (2004:142). Micro- and macro skills of oral production:

Micro skills:

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduce forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor one’s own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause group, breathe groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macro skills:

1. Appropriately accomplish communicative function according to situations, participants, and goals.
2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, and conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
3. Convey links and connections between events and communication such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

In conclusion, if the learner of foreign language wants to be able to speak and use the target language orally well in his daily activity, they should know and master the following item in minimal:

1. They have to have needed vocabulary.
2. Knowing knowledge of grammar of the language.
3. Knowing knowledge of rules of speaking.
4. Knowing how to use and respond to different types of speech acts such as request, prohibition, etc.
5. Knowing how to use language appropriately.
6. Master some micro skills of the language.
7. **The Problem of Teaching Speaking**

According to Murcia and Olshtain (2000-165), there are some problems that make misunderstanding in oral communication:

1. The speaker does not have full command of the target linguistic knowledge and produces an unacceptable or event unintelligible form (it could be unacceptable or unintelligible in terms of phonology, grammar, or lexical choice).
2. The necessary background knowledge (content, propositions) is not shared by the speaker and the hearer, and they bring a different set of expectations to the spoken interaction.
3. The speaker and the hearer do not share socio culture rules of appropriate, and therefore the speaker may have violated such a rule from the hearer’s point of view due to pragmatic transfer from the first language.

There are some activities to solve the problems of teaching speaking above. Speaking activities and speaking practice in the classroom should enable students to gain experiences using all the prerequisites for effective oral communication that have been mentioned.

Murcia and Olshtain (2000-177), stated that there are some activities that can be used by a teacher in teaching speaking:

1. Role Play

Role play is an excellent way to stimulate, in the classroom, real communication that is relevant to experiences outside the classroom. In role play students can have an opportunity to use their knowledge of vocabulary, of narration, of speech acts, of discourse fillers, of turn taking, of pauses, and so forth. However, role play can be a very difficult or unnatural task if the students do not have sufficient language for or information about the participants, the situation, and the background for the simulated interaction. Care must be taken that all these are available to students so that the activity can be both meaningful and challenging.

1. Group discussion

Group discussions are an effective speaking activity in large classroom. Students in the second or foreign language classroom should have ample opportunity to participate in group discussions, doing brainstorming, and in many other speaking activities where they need to participate by producing a word, a tern, an expression, or a clause and not necessarily maintain a long stretch of conversation. In fact, a considerable amount of classroom time should be devoted to such group activities in order to facilitate the spoken production of individual students, thereby preparing them for more autonomous speaking activities.

1. Using the target language outside the classroom

Using the target language outside the classroom can be a very useful requirement in homework assignments in those cases where the target language is spoken in the environment (second language contexts). Students can be given tasks that require them to collect meaningful information from stores, restaurants, museums, offices, and other public establishments and then report back in class. Thus, we have a multipurpose activity: natural interaction in the spoken language serves as a speech initiator outside the classroom for data collection, and then the student gives a report as a planned oral presentation in class.

1. Using the learner’s input

Using the learner’s input to create meaningful speaking activities helps make the activity relevant to the learner and authentic in the real sense of the word. Making and choosing friends in a very real concern for teenagers anywhere. An activity based on this topic can start by some self-reporting on the characteristic that the individual students look for in their friends and can then continue to a pair discussion or a class discussion on the issue.

1. Feedback

Feedback as an integral part of spoken practice is particularly important in order to encourage learners to develop a variety of communication skills needed for successful oral communication. It is important that teachers have ample opportunity to provide learners with personal feedback on spoken performance that can point out not only individual difficulties, but also strengths on which the learner may capitalize such as a rich vocabulary, good stress and rhythm, or a pleasant personality. Such feedback must be conveyed in a manner that supports the learners rather than embarrasses them.

1. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring item to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility

1. Information gaps

Information gap activity, two speakers have different parts of information making up a whole. Because they have different information, there is a gap between them. One popular information-gap activity is called describe and draw. In this activity one student has a picture which he or she must not show his partner (teachers sometimes like to use surrealist paintings-empty doorways on beaches, trains coming out of fireplaces etc). All the partner has to do is draw the picture without looking at the original, so the one with the picture will give instructions and descriptions, and the artist will ask questions.

1. **Role Play Technique**
2. Definition of Role-Play

In order to be easier to describe about Role-Play, the researcher gives definition of role-play according to some experts:

1. Role-play is an aspect of simulation. A whole situation is simulated in the classroom, and the participants adopt roles which belong to it. (Lee, 2002:147).
2. Sagala (2005:212) defines that role-play is a teaching technique where the students get tasks from tutor to dramatize a social situation that contains a problem. So, they can solve the problem that appears in social situation.
3. Doff (1990:232) stated that role-play is a way of bringing situations from real life into the classroom. It may also include plays, dramas, sociodramas, and simulation.

In other words, role play means a socio-drama which involves the students to participate in adopting rules.

1. Role-play Process

According to Hamalik (2001:215), role play process includes some phases:

1. Preparation and Instructions
2. The tutor has situation to play the role. The situation should be the socio-drama that focuses on the kind of role, familiar problems or situation and the importance of the students. The whole story should be explained, it is started from the events’ condition, the related individuals.
3. Before playing the role, the students should join the warm up section. It is followed by the whole students and the active observers.
4. The tutor gives the special instruction to the players after giving the explanation. The explanation includes the background and the basic character written and oral. The players are choosing voluntarily and they choose the role freely. In briefing section, the players are given description about personality, feeling and believe of every character.
5. The tutor tells the roles that will be played and given instructions related to each role. So, the class is divided into two groups: observer group and speculator group. The first group observes the feeling of individual, special characters that are expected in situation and the way to respond their character. The second group is as the speculator that is to respond the role play from the goal and the opinion analysis.
6. Dramatization
7. When a group performs the role-play, the observer keeps observing the process observation.
8. The tutor can pause the role-play when there is important moment such as; students are shame to express, climax moment.
9. The whole students are participating in discussion with the focus on the role-play. Each observer group are given chance to give the result of presentation and the reactions. The players are also join the discussion. The discussion is guided by the tutor in application of role-play and has a direct meaning for the students’ life.
10. Evaluation
11. The student given information, letter all or with discussion about success in role-play and pickings or result that is reached in role-play. The students are allowed to give evaluative comment about play role that is already performed. For example, about the meaning of plays role for themselves, for that are already being done while play roles, and the ways to increase the effectiveness of play role.
12. The tutor assesses the effectiveness and success in plays role. To conduct evaluation, the tutor can use evaluation comment from the students, notes that made by the tutor from the beginning until the end of the role-play it. Based on that evaluation, the tutor can determine every students program of social, and academic.
13. Role-play that is already being performed by the tutor and is assessed into school journal, or on the tutors’ part polio. It is very important for the next time, if the tutor uses role-play. (Hamalik, 2001:116).

In other word by using part polio as students programs note, the tutor may determine the text which is a suitable with topic to perform more enjoyable role-play.

1. The Benefits of Role-Play

Reasons for using role plays (including drama, sociodrama, plays, and simulations) in the language classroom include:

1. They are fun.
2. They help to prepare students for real-life communication by simulating reality--in situations, in unpredictability, and in the various roles individuals must play in their own lives. In this sense, they bridge the gap between the classroom and the world outside the classroom.
3. They can be used for assessment and feedback purposes at the end of a text- book unit. They can be used to help you determine the degree of mastery attained.
4. They can consolidate learning and allow students the opportunity to disk-cover their own level of mastery over specific language content.
5. By simulating reality, they allow beginning students and EFL students to feel that they are really using the language for a communicative purpose. This, in turn, contributes to students' confidence in their ability to use English.
6. They heighten students' self-esteem and improve their ability to work cooperatively (Richard-Amato 1996).
7. They allow students to experiment with language they have learned. Where students make up their own dialogue, they provide a special opportunity to go beyond what has been taught in class and to draw on the full range of their language competencies.
8. They allow students to express who they are, their sense of humor, and their own personal communication style.
9. They offer good listening practice.
10. They provide an opportunity for practicing the rules of social behavior and the various sociolinguistic elements of communication (as determined by roles, ages, topic, or situation).
11. They engage the learner physically. This involves the learner more fully and can be an aid in language retention.
12. They can be liberating for many students who may enjoy expressing them- selves through a role or a mask but may be inhibited about expressing them- selves otherwise during the class. Students will sometimes take more risks and play with the language more when they are assuming a different identity. Role play can thus free students from the constraints of culture and expected behavior.
13. They provide a context for understanding attitudes, expectations, and behaviors related to the target culture.
14. They may be used as a stimulus to discussion and problem solving.
15. They can be extensions of more controlled practice using dialogues. After practicing a dialogue, for example, you might develop role plays based on a parallel situation. A dialogue about buying a shirt could lead into a role play about buying a pair of shoes. Another way to use dialogue as the source of your role play is to use it to create cue cards (discussed earlier in this chapter) for the role play.

According to Sagala (2005:213) stated that the are some strength of role-play technique, such as:

1. The students train themselves to train, to understand, and to remember the materials that will be dramatized.
2. The students will be trained to be initiative and creative.
3. The hidden talent on the students can be developed so that it is impossible to create new artist.
4. To grow the cooperative among the students.
5. The students get used to good habitual such as to receive and share responsibility each others.
6. The students get better oral language ability so that it makes easy to be understood by other people.

In conclusion, the technique of role-play is very effective, because in role-play technique use all of skills, one of them is speaking. By conducting the role-play technique, the students are hoped to talk and express their ideas spontaneously. Besides, the students train themselves to train, to understand, and to remember. So the students will be trained to be initiative, and at the end students get better oral language ability.

1. **Previous Study**

According to Ibad (2011) conducted a descriptive research on teaching speaking by using role-play technique on intensive English program at Diponegoro Islamic College stated that teaching speaking by using role-play technique could improve student’s confidence, raise the student’s motivation in speaking and helps the students to convey the meaning. What makes it different from the present research is this study employed collaborative classroom action research design in which the English teacher as collaborator was involved in the whole process of the research activities. The teacher acted as the collaborator and the researcher acted as the English teacher who implemented Role-Play Technique in the classroom. The Collaborator helped researcher to observe and implement the Role-Play Technique in teaching speaking class. By applying the role-play technique, the students’ interest and motivation were improved. Their ability in the teaching and learning results increased from the first cycle to the cycle. Although some problems are still found out like student’s reluctance in involving in the activities, it can be overcome by applying more fun and enjoyable activities.

Therefore, the conclusion is that the role-play technique is still appropriate as long teachers use the right technique and classroom management. By using this technique, it is expected that students will be able to improve their English achievement in speaking, particularly in expressing ideas based on the role-play technique.