

CHAPTER II REVIEW OF RELATED LITERATURE

A. General Concept of Speaking

In *Webster New World Dictionary*, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.¹

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important 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.²

According to Hornby, speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.³

Speaking is so much part of our daily life that we tend to take it for granted. We speak in order to carry out various social activities and, although we may not always be consciously aware of doing so, we match our language and the meanings we wish to exchange to our specific purposes for speaking in that context.⁴

In short we can define speaking as the way to carry out our feeling through words, even conversation with others. It means that we use words and phrases fluently in an interactive process of constructing meaning of speaking.

1. Teaching Speaking

Teaching and learning process of English in Junior High School is based on the school based curriculum. The latest approach stressed that the language is acquired through communication. The basic language assumptions are:

¹David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 593

²*Ibid.*, p. 39

³A S Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (NY: Oxford University Press, 1987), 25th Ed., .p. 827

⁴Norbert Schmitt, Norbert Schmitt, ed., *An Introduction to Applied Linguistics*, (NY: Oxford University Press, 2002), p. 211

- a. Language as a means of communication is used to express meaning grammatically.
- b. Learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language.

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought.

As skill that enables us to produce utterances, when genuinely communicative, speaking is desire (and purpose driven), in other words we genuinely want to communicate something to achieve particular end.⁵

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.⁶

One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Speaking activities provide exercise opportunities in real life speaking in the safety classroom.

2. Techniques in Teaching Speaking

Teaching speaking is started at introducing students how the native speaker usually uses English in communicating. And then ask them to imitate the new language (English) as the natives do. It is continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily to correct, but he or she supposed to encourage students to practice speaking the target language. Finally the students are required to be used to practice and do oral drill.

⁵Jo McDonough and Christopher Shaw, *Materials and Methods in ELT; A Teacher's Guide*, (UK: Blackwell Publishing Ltd, 1993), p. 134

⁶Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001), 3rd Ed, p. 271

According to Jeremy Harmer in *The Practice of English Language Teaching*, there are some activities conducted in teaching speaking:

1) Acting from a script

We can ask our students to act out the scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.⁷

2) Communication games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.⁸

3) Discussion

One of the reasons that discussions fail (when they do) is students are reluctant to give opinion in front the whole class, particularly if they can not think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

One of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives. An example of this kind of activity (with particular relevance to schools) is where the students consider the scenario in which an invigilator during a public exam catches a student copying from hidden notes.⁹

4) Prepared Talks

A popular kind of activity is the prepared talk where a student or students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are

⁷Jeremy Harmer., *Ibid.*, p. 271

⁸Jeremy Harmer., *Ibid.*, p. 272

⁹Jeremy Harmer., *Ibid.*, p. 272-273

prepared, they are more writing-like. However, if possible, students should speak from notes rather than from a script.¹⁰

5) Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questionnaire and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns-and thus be situated in the middle of our communication continuum.

Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in a design process. The result obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.¹¹

6) Simulation and role-play

Many students derive great benefit from simulation and role-play. Students 'stimulate' a real-life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aeroplane, or taking on the role of a character different from themselves or with thoughts and feelings they don't necessarily share. Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.¹²

Those are activities that Harmer offers to use in speaking class, and as the title of this research, the writer chooses the last activity because according to Harmer role play can train students for specific situations, so the researcher thinks that role play has a correlation with the point of this study; that is students' speaking skill improvement especially in transactional and interpersonal text, and will give a significant contribution for students' improvement in speaking especially transactional and interpersonal text. Then the researcher wants to find the effectiveness of

¹⁰Jeremy Harmer., *Ibid.*, p. 274

¹¹Jeremy Harmer., *Ibid.*, p. 274

¹²Jeremy Harmer., *Ibid.*, p. 271-274.

using role play to improve students' speaking skill in transactional and interpersonal text.

3. The Roles of the Teacher in Speaking Class

Speaking is a means to communicate with other people; it can be done in monologues or dialogues. So the role of speaking in human life is so important, because human can not live normally without communicating with other people. But the problem that commonly faced by the teacher in speaking class is so complicated, such as the students who are mostly afraid to speak up. It is so difficult for the teacher to make them speak. According to my preliminary research result, the students are not only afraid to speak up but also they do not have much vocabulary to speak. So the teacher has important role in encouraging students to speak.

The role of teacher in the classroom can affect the success of teaching and learning process. According to Diane in Ratna, the teacher facilitates communication in the classroom. In this role, one of the major responsibilities is to establish situations likely to promote communication.¹³ Teachers should play such of different roles in teaching speaking. Harmer states the roles as follow:

- 1) Prompter: Students sometimes get lost, cannot think what to say next, or in some other way lose the fluency we expect of them. We can leave them to struggle out of situation on their own, and indeed sometimes this may be the best option. However, we may be able to see the activity progress by offering discrete suggestion.¹⁴
- 2) Participant: Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure

¹³Ratna Irtatik, *The Use of Role Play to Improve Students' Transactional Skill (A Classroom Action Research with 8th Grade Students of MTs Miftahul Ulum Klego Boyolali in the Academic Year of 2008/2009)*, (Semarang: IAIN, 2009), p. 11

¹⁴Jeremy Harmer, *Ibid.*, p. 275-276.

continuing students' engagement, and generally maintain creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.¹⁵

- 3) Feedback provider: When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of the mistakes or errors they have made.¹⁶

4. Transactional Communication

The word transactional comes from transaction, which means an agreement, communication, or movement carried out between separate entities or objects, often involving the exchange of items of value, such as information, goods, services and money.¹⁷

Transactional communication is primarily motivated by an exchange of goods and service, for example, booking a flight at a travel agent, whereas the motivation for interactional communications primarily to create and maintain social relationship, for example, casual conversation between friends.¹⁸ The expressions that will be emphasized in this study are asking and giving services, asking and giving information, and asking and giving opinion.

5. Interpersonal Communication

According *Wikipedia Dictionary*, interpersonal communication is usually defined by communication scholars in numerous ways, usually describing participants who are dependent upon one another and have a shared history. Communication channels, the conceptualization of mediums that carry messages from sender to receiver, take two distinct forms: direct and indirect.¹⁹

¹⁵Jeremy Harmer, *Ibid.*, p.276

¹⁶Jeremy Harmer., *Op. Cit.*, p.276

¹⁷<http://en.wikipedia.org/wiki/transactional>, retrieved on October 18 ,2009

¹⁸Norbert Schmitt, ed., *Op. Cit.*, p. 214

¹⁹http://en.wikipedia.org/wiki/interpersonal_communication, retrieved on October 18,2009

Choosing role play as teaching technique for students of junior high school is alternative way to teach them English conversation. Using role play is fun and also motivates students to learn English conversation easily because they can play and study. Many students derive great benefit from simulation and role play. Students simulate a real life encounter as if they were doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of a character different from themselves or with thought and feelings they do not necessarily share.²⁰

6. Evaluating students' speaking

After giving exercises or tasks, teachers have to evaluate and score the students' work. According to David P. Harris on his book entitled *Testing English as a Second Language*, there are five aspects or categories should be evaluated in speaking:

1. Pronunciation
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension²¹

7. Role Play in Speaking

To build up the students' motivation in speaking, the writer uses one of teaching technique to make teaching speaking becomes pleasing and interesting for the students. The technique is role play that consists of transactional and interpersonal conversation. Role play is used in English Foreign Language to stimulate 'real life' situations and to encourage meaningful communication in the classroom. It gives students the opportunity to draw together all the bits of language they have learnt and to practice it in the kind of situations they are

²⁰Jeremy Harmer, *Op. Cit.*, p. 272

²¹David P Harris. *Testing English as a Language*, Washington DC: Georgetown University, 1969p. 84

likely to encounter outside the classroom. The writer hopes that the students will feel something new and different from what they usually got in their class.

a. Definition of Role Play

A Role-playing game is a game which one simulates a real-life encounter as if they were doing so in the real world, either as themselves or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share.²²

In a role play, participants assume the roles of fictional characters and collaboratively create stories. Participants determine the actions of their characters based on their characterization and the actions succeed or fail according to a formal system of rules and guidelines.²³

In role play, students pretend to be someone else or some different persons to gain the information or the exchange of goods and services or to get things done based on the topic which tells them in the class. Role play will work effectively if the students do not think of themselves, but as the real participants in the situation. They are told who they are and they have to think about a certain subject. They have to speak and act from their new character's point of view.

So, it can be concluded that role play is an activity which the students take the part of other people and interact using the characteristics of those people. Role play brings situation from real life into the classroom. Students take the role of a character based on a role in the dialogue which tell them how feel. Role play is an excellent way in which to simulate, in the classroom, real communication that is relevant to experience outside the classroom. Because role plays give students many chances to try to speak up in some different roles.

²²Jeremy Harmer., *Op. Cit.*, p.273

²³http://en.wikipedia.org/wiki/role_play, retrieved on October 20,2009

b. Advantages Using Role Play

Choosing a role play as a teaching technique for students of junior high school is alternative way to teach them English conversation. Role play can motivate the children to act every conversation/dialogue part by part and then they can understand what the conversation is. In role play an introvert student can build his/her confidence because with role play students will work in group even role play can be used as a means of improving their ability in speaking. It is based on simple conversation/dialogues that will be played by the students through role play.

We know that children like playing than studying, so to teach English conversation in their study, the writer uses role play as teaching technique because students could take the role of people based on the topic that was given. Using role play is fun and motivates students to learn English conversation easily because they can play and study.

Just like stated by Geoffrey B, young children love to imitate and mime; they are uninhibited in acting out roles; natural activities like drawing of pictures, action games and the kind of role playing found in children's play.²⁴

Steps in doing role play as stated below:

1. Student is asked to take on a particular role and to imagine himself in that role in a particular situation.
2. Student has to converse with the teacher in a way that is appropriate to the role and the situation given.
3. Student plays the role with their friends based on each role and situation they got.

B. Previous Research

There are two previous research related to this study. First research with the title *Teaching Speaking Using Role Play to the Eight Grade Students of the MTs. Negeri Bonang Demak* was done by Izzatun Nikmah (22042140), an IKIP PGRI' student of Language and Arts Education Faculty in 2007. The research was done with 8th

²⁴David P. Harris., *Op.Cit.*, p. 84

grade students of MTs. Negeri Bonang, Demak and it got good result. The result of her study revealed that the post test score (745) was better than the pre test score (462). The mean of the pre test score was 11.16 while the mean of the post test score was 19.34. The difference between the two means was 8.70. The result of applying one sample t-test revealed that obtained value (15.26) was higher than the t-table value (2.02). So it means that there is significance difference in score of speaking test achieved by the students after they have been taught using role play. This result motivates me to do the research with the same method in order to improve students' speaking skill especially in transactional and interpersonal text. The differences between this research and my research will be in specification of the speaking; she did the research to know whether or not role play is effective to improve students' speaking skill whereas the writer will do the research to know whether or not role play is effective to improve students' speaking skill especially in transactional and interpersonal text.. Beside that, this research was conducted with eighth grader of MTs. Negeri Bonang Demak, and the writer will do the research with eighth grader of MTs.Negeri Kendal.

Another research is *The Use of Role Play to Improve Students' Transactional Skill (A Classroom Action Research with 8th Grade Students of MTs Miftahul Ulum Klego Boyolali in the Academic Year of 2008/2009)* conducted by Ratna Irtatik (3104062) an IAIN Walisongo student of Tarbiyah Faculty in 2009. This research was conducted with 8th Grade Students of MTs Miftahul Ulum Klego Boyolali in quantitative design. As same as the first research, this research got good result. There are improvements of mean of student's score, mean of the pre cycle test was (32.14), and in the first cycle students' mean of score was (32.14), and in the last cycle test, the mean of students' score was (79.21). There were improvements of students score after being taught by using role play.

To reinforce the result of the effectiveness of role play, the writer will try to do another research related to them. The writer will do another research to teach speaking in transactional and interpersonal text through role play.

This research will be true experimental research. The writer will conduct the research with 8th grade students of MTs. Negeri Kendal. So, the difference between

this research and my research will be in research methodology, setting, and participants. In those two studies, my research will be further research of those studies in order to improve students' speaking skill.

C. Research Hypothesis

Based on the result of those literature review and previous research, the writer conclude that there will be significant difference (H_a) of the student's achievement in speaking transactional and interpersonal text between the students who taught by using role play as method/technique and the students who taught without using role play. The students who taught by using role play technique will get the better score. It means that "the use of role play to improve students speaking skill in transactional and interpersonal text" is effective.