II. FRAME OF THEORIES

2.1 Concept of Speaking

Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get ideas or the message across. From this statement we can see that to express feelings, to share or to deliver idea and to express opinion people has to be able to produce articulation sounds or words known as speaking to interact in their community. It means that in speaking someone tries to convey and transfer his/her ideas to other people. According to Byrne (1984) speaking is oral communication. It is two-way process between speaker and listener and involves productive and receptive skills of understanding. During interaction, every speaker plays double role both as a listener and as a speaker. Learners must comprehend the text by retaining information in memory, integrating it what with follows, and continually adjusting their understanding of what they hear.

In line with the quotations above, it's understood that speaking is an ability to produce articulation sounds or words to express feelings, ideas and opinion. The goal of speaking is to communicate to get the need. In speaking process, there will be two-way process and two roles they are as speaker and listener and involve

productive and receptive skill of understanding to make the communication run well.

Haris (1974) says that speaking has some aspects as described below.

1. Pronunciation refers to be the person's way of pronunciation words. One who learns English as a foreign language must be able to use English pronunciation as well as other skills (Ostler, 1985).

2. Grammar is the study of rules of language inflection. It is a system of units and patterns of language (Lado, 1974).

3. Vocabulary refers to the words used in a language. Phrase, clauses, and sentence are built up by vocabulary. In short, vocabulary is very important because without words we cannot speak at all (Wilkins, 1983).

4. Fluency refers to the one who expresses quickly and easily (Ostler, 1985). It means that when a person making a dialogue with another person, the other person can give respond well without difficulty.

5. Comprehension denotes the ability of understanding the speakers' intention and general meaning (Heaton, 1991). It means that if a person can answer or express well and correctly, it shows that he comprehends or understands well.

6. Accuracy is related to the closeness of a measurement, within certain limits, with the true value of the quantity under measurement. For instance, the accuracy of dose determination by LTD is given by the difference between the measured value (British Calibration Society, BCS Draft Document 3004).

The researcher adopted the oral ability scale proposed by Heaton (1991) that had been used as the scoring standard for the students' speaking ability. However the aspects of speaking that proposed by Heaton (1991) are still related to elements of speaking which mentioned by Haris (1974) above. The focuses of speaking skills that assessed are *accuracy* (covering pronunciation, grammar, and vocabulary), *fluency* (covering fairly wide range of expression and responding well without difficulty), and *comprehensibility* (understanding the speaker intention and general meaning).

2.2 Types of Speaking Skills

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate. If the participants are perceived as being of uneven power or status, a more formal speech style is appropriate, one that marks the dominance of one speaker over the other. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations (Brown and Levinson, 1978).

Brown (2001: 250) says that much of our language-teaching energy is devoted to instruction in mastering English conversation. He classifies the types of oral language as follows:

1. Monologue   : - Planned

                      - Unplanned

2. Dialogue   : - Interpersonal (Unfamiliar and Familiar)

                      -Transactional (Unfamiliar and Familiar)

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, new broadcast, and the like, the hearer must process long stretches of speech without interruption—the stream of speech will go on whether or not the hearer comprehends. It planned, as opposed to unplanned; monologues differ considerably in their discourse structures. Planned monologues (such as speeches and order prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long "stories" in conversation, for example) exhibit more redundancy, which make for ease in comprehension, but the presence of more performance variables in order hesitations can either help or hinder comprehension.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure

effective comprehension. When such references are not explicit, misunderstandings can easily follow.

In this research, researcher applied dialogue in implementing Role Play and Jigsaw techniques, where students involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional) related to the theme or students' daily lives. Finally, they may have a good deal of shared knowledge and information.

2.3 Concept of Teaching Speaking

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. Teaching means transferring knowledge skill to person, while speaking means to make use of words in an ordinary voice, so teaching speaking is giving instruction to a person in order to communicate.

The goal of teaching speaking skills is to communicate efficiency in certain situations, so learners should be able to make themselves understood, using their current proficiency to the fullest. Students cannot only be taught what will be spoken but also the situation what they deal with. The teacher teaches speaking by

carrying out the students in certain situation when the topic is being talked about. The topic must be familiar with the students so what the ideas have an oral command of the language need to describe the topic.

2.4 Concept of Active Learning

Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing (Bonwell and Eison:1991) While this definition could include traditional activities such as homework, in practice active learning refers to activities that are introduced into the classroom. The core elements of active learning are student activity and engagement in the learning process. Active learning is often contrasted to the traditional teaching learning process where students passively receive information from teacher.

According to Silberman (1996), in active learning, there are some techniques which can be implemented in teaching learning process. These techniques are designed to encourage students to think about what they are learning. Adopting instructional practices that engage students in the learning process is the defining feature of active learning. They are:

1. Full-class learning
   Students are stimulated the whole class by teacher. The examples of activities are; inquiring minds what to know, listening team, guide note-taking, lecture bingo, synergetic teaching, guided teaching, meet the guest, acting out, what's my line, video critic.

2. Class discussion
   Students try to be active in dialogue and debate activities about a certain case as a topic to be discussed. The example of activities are; active debate, town

meeting, three-stage fishbowl decision, expanding panel, point counterpoint, reading aloud, try by jury.

3. Question prompting
Students give quick questions for asking clarisification. The examples of activities are; learning stars with a question, planted questions, role reversal questions.

4. Collaborative learning
Students make a small discussion and solve the case collaboratively. The examples of activities are; information search, the study group, card sort, learning tournament, the power of two.

5. Peer teaching
Students learn and get the information from their friends. The examples of activities are; group to group, jigsaw learning, everyone is a teacher here, peer lesson, student-created case studies, in the news, poster session.

6. Independent learning
Students are learned individually, but teacher will take a part as the guide and observer. The examples of activities are; imagine, writing in the here and now, mind maps, action learning, learning journals, learning contract.

7. Affective learning
Students try to share their idea based on what they feel and value of the society norm. the examples of activities are; seeing how it is, billboard ranking, what? so what? now what?, active self-assessment, role models.

8. Skill development
Students develop their skills in technique or non technique. The examples of activities are; firing line, active observation and feedback, non threatening role playing, role play, rotating roles, modeling the way, silent demonstration, practice rehearsal pairs, I am the, curveballs, advisory group.

It can be seen that *active learning* fully emphasize on how to make students active and enjoyable while the teaching learning process happen. According to techniques that have been mentioned above, *role play* is part of full-class learning, affective learning, and skill development while j*igsaw* is part of class discussion, collaborative learning, and peer teaching. In short *role play* and *jigsaw* are one of the interesting and appropriate techniques that can be implemented in the class, because those techniques can create an active learning situation when teacher and

students are involved to create the classes become much more alive, creative and the quality of learning goes up dramatically.

2.5 Concept of Role Play Technique

Role play is a type of drama activities. Hilles (1988) states that role play is dramatization of real life situation in which the students assume roles. Here the ability to choose role play scenes exposes students to the types of situation they likely to encounter inside or outside of the classroom.

In line with the statement above, Larsen- Freeman (1986) stated that role play is very important in communicative approach because it gives students an opportunity to practice communicating in different social context and in different social roles.

Meanwhile Ladousse (1995) illustrates that when students assume a 'Role' they play a part (either their own or somebody else's) in specific situation, 'Play' means that is taken on in a safe environment in which students are as an inventive and playful as possible. Therefore by doing role play, students can put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

What is meant by imaginary people is that students can become anyone they like for a short time. For example, students can become a president, a queen, a millionaire, or a pop star. Students can also take on the opinions of someone else.

Functional language for a multitude of scenarios can be activated and practiced through role play in imaginary situations. *At the restaurant*,

Checking in at the airport, *Looking for lost property* are all possible role plays.

From those explanations above, the researcher views that role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims at the students to encourage thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

2.6 Types and Procedures of Teaching Speaking Through Role Play

Ladousse (1995) explains that there are several types of role. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience. The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

In case of role play activities, according to Byrne (1986), role play can be grouped into two forms; scripted and unscripted role play. In details, those types of role play activities described as follows:

a. Scripted Role Play

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way.

For more details, Doff (1988) provides an example of scripted role play dialogue and reading text and how the process is:

Angela	:	Good morning. I want to send a letter to Singapore
Clerk	:	Yes, do you want to send it by airmail or ordinary mail?
Angela	:	I think I'll send it airmail. I want it to get there quickly. How much does it cost?
Clerk	:	To Singapore? That will be 30 pence, please
Angela	:	(give the clerk 50 pence). Here you are
Clerk	:	Here's your stamp, and here's 20 pence change
Angela	:	Thank you. Where is the post box?
Clerk	:	You want the airmail box. It's over there, by the door

(Adapted from living English book 2: A.G. Abdalla et al)

To demonstrate a role play activity based on the dialogue, the procedures given by Adrian Doff is as follows:

1. First, the teacher guides the role play by writing these prompts: (where? / air mail / how much? / post box? / thanks). Talk as you write to show what the prompts mean.

2. If necessary, go through the prompts one by one, and get students to give sentences or question for each one.

3. Call two students to the front: one play the role as Angela and the other one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.

4. Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.

b. Unscripted Role Play

In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary. The procedures of unscripted role play which is adapted from Doffs' (1988) as follows:

> *One student has lost a bag.*
> *He/she is at the police station.*

The other student is the police officer, and asks for details.

To brings out this ideas:

1. The teacher could prepare the whole class by:

   a. discussing what the speakers might say (e.g. the police office would asks the students how he or she lost the bag);

   b. writing prompt on the board to guide the role play, and any key vocabulary.

2. The teacher could divide the class into pairs, and:

   a. let them discuss together what they may say.

   b. let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

Susan House (1997) explains that there are several procedures in using role play:

1. Students read and familiarize themselves with the (example) dialogue.
2. Students will be divided the class in pairs, A and B, give A and B roles from the dialogues.
3. Students act out their role play, not just say them but students should read it loudly.
4. Teacher will walk around correcting and checking.
5. Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.

Based on those procedures, the researcher views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

The above procedures do not mean an exact to be used. It is flexible that teacher can create or develop procedures which is appropriate and suitable with his/her own class. In this research, researcher will use unscripted role play in order to show the active learning study in the class because students have to decide and improve what language to use and how the conversation should develop.

2.7 Strengths and Weaknesses of Role Play

According to Ladousse (1995) there are some strengths of role play technique, they are:

1. A very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through role play.

2. Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the

language they will require in the friendly and safe environment of a classroom.

3. Helps many shy students by providing them with a mask.

According to procedures that have been explained above, the researcher resumes the weaknesses of role play technique as follows:

1. It can be time-consuming to prepare.

2. It can be difficult to evaluate effectiveness.

3. It may cause discomfort and embarrassment for students.

4. It spends much of time during the teaching learning process.

Both of strengths and weaknesses should be made as a consideration for teachers in order to improve the effectiveness of teaching learning process. By seeing the weaknesses it is expected that teacher enable to create the environment of the teaching learning process more enjoyable in order to avoid discomfort and students' embarrassment.

2.8 Concept of Jigsaw Technique

The jigsaw technique was first developed in the early 1970s by Elliot Aronson and his students at the University of Texas and the University of California. Aronson (2008) says that the jigsaw technique is so named because each student in jigsaw classroom has to become an expert on single topic that is crucial part of a larger academic puzzle. Just as in a jigsaw puzzle, each piece, each student's part is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential, and that is precisely what makes this strategy so effective.

Based on statements above, it is understood that jigsaw is a technique of the learning method which demands the students to learn on groups of students who have heterogeneous ability. Each home group members meet in expert group to study the material assigned to each group member. After discussion, they go back into their group members and explain their discussion to his or her group members. In fact the students like to interact with the others, so jigsaw is the right method to increase their language ability. Through jigsaw technique the students can explore speaking ability while interact with their friends.

2.9 Teaching Speaking Through Jigsaw Technique

According to Aronson (2008) there are ten steps which are considered important to be implemented of the jigsaw classroom:

1. Students are divided into 5 or 6 person in the *expert* and *home* groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.

2. Students are appointed from each group as the leader. Initially, this person should be the most mature student in the group.

3. Students are divided into the day's lesson into 5-6 information (one for each member).

4. Students should be given time to read over their information at least twice and become familiar with it. There is no need for them to memorize it.

5. Students in "expert groups" should be formed in which one student from each home group joins other students assigned to the same information. Students in the expert

group should be given time to discuss the main points of their information and to rehearse the presentations they will make to their jigsaw group.

6. Students come back to their home groups.

7. Students present his or her information to the group. Other members are encouraged to ask questions for clarification.

8. Students are floated from group to group in order to observe the process. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teacher can whisper to the group leader as to how to intervene until the group leader can effectively do themselves.

9. Students are given a quiz on the materials at the end of the session, so students realize that these sessions are not only for fun and games, but also that they really count.

The following list of Jigsaw steps explains the process in more detail:

1. Students identify a range of materials related to the topics addressed in the lessons. Consider the students who will be involved in this exercise, and if necessary, try to identify selections of varying text difficulty and sophistication.

2. Students are divided into four to six jigsaw groups, known as the home group, and appointed one student as a leader. The teacher divides the lesson into four to six segments. Each group member receives the task of reading one of the targeted selections. Depending on the nature of the group, the

teacher may allocate the specific readings to each person, or the group itself may decide who will tackle which selection.

3.   Students read the selections independently. If the materials are photocopied encourage students to underline important information they will need to share with their group. "Sticky notes" are an option for materials that cannot be written upon. Students may also jot down notes, or follow a graphic note-taking outline provided by the teacher as a means for extracting important concepts from their passage. Students should only have access and knowledge of the text related to their specific reading or assignment.

4.   Students in the home group are now *experts* meet with their home group and discuss the concepts, highlights, and other information they feel is most important. This group also might also create a summary of key points, a concept map, a graphic outline, or highlighted notes which will be shared with other groups.

5.   Students of the home group leave and meet with new, secondary groups. Each member of the new group has key information that no one else in the new, secondary group has. The new groups teach each other what the home group felt to be the most important and relevant information. This is where the jigsaw starts to come together. Members from the separate groups have come together to teach each other about the information that they have got. Students are encouraged to "test" one another and ask questions for further clarification.

6.   Students go back again to the original group, this step is the final piece to the Jigsaw activity. During this time, individual group members share in turn

the pertinent information they learned from participating the second groups. All the information comes together. The rest of the group is accountable for learning this new information, which will be assessed during the evaluation of this unit of study.

2.10 Strengths and Weaknesses of Jigsaw Technique

According to explanation above, the researcher resumes the strengths of role play technique as follows:

1. It shows students centered learning, because they take ownership in work and achievement, then teacher is not the sole provider of knowledge.
2. It is an efficient way to learn especially in improving students' speaking ability, because almost all of students can share their idea from the information that they have got.
3. It shows a cooperative learning where students can get other information from the other students by learning around interaction with peers, so students can be active participate in learning process.
4. Jigsaw builds interpersonal and interactive skills.

The weaknesses of Jigsaw technique:

1. Self-discovery will not occur if the most students in one group consist of weak students.
2. There will be some dominant students who will talk too much or try to control the group.

3. It forces teacher to make a special preparation before teaching in the class because teacher needs to prepare kinds of media.

4. It spends much of time during the teaching learning process.

2.11 Theoretical Assumption

In line with the explanation of active learning through *role play* and *jigsaw* technique in frame of theory above, firstly the researcher assumed that there is a significant difference between the students' achievement in improving speaking ability that are taught through *role play* and *jigsaw* techniques. The reason why the researcher assumes like that is because the students in both experimental classes will be active while the teaching learning process happens, so self-discovery of the rules keep retention longer than when accept passively from teacher. In additional *role play* and *jigsaw* teach students to monitor and direct their own learning, starting from such activities that improve students' speaking ability to share their own idea by using their background knowledge, to analyze, and then find pattern or kind of knowledge themselves, although the explanation or clarification from teacher is still needed.

Secondly the researcher assumed that teaching speaking through *role play* is more effective. By implementing *role play* makes students retain the material they have learned provides the opportunity for students to develop and revise understanding and perspective by exploring thoughts and feeling of characters in given situation. It means that role play can make students actively involve in using language orally because it gives students attempt to think, act, speak, and react as they think that person would and an opportunity to practice communication in different

social contexts and in different social roles. In other words, students can be more active in speaking because it is related to their real life so it is easier to make them to be creative in improvising dialogue and creating a real world in scenario.

2.12 Hypothesis

Based on the frame theory and theoretical assumption above, the researcher formulates the hypothesis as follow:

H_0 : There is no significant difference of students' speaking ability between those who are taught through *role play* and those who are taught through *jigsaw*.

H_1 : There is a significant difference of students' speaking ability between those who are taught through *role play* and those who are taught through *jigsaw*.

H_0 : Role play is not more effective than Jigsaw.

H_1 : Role play is more effective than Jigsaw.