II. LITERATURE REVIEW

This chapter discusses about concept of speaking, type of speaking, concept of teaching speaking, concept of role play, advantages and disadvantages of role play, procedure of teaching speaking through role play, theoretical assumption and hypothesis.

2.1 Concept of Speaking

Speaking is oral communication that is used to express ideas, feeling, and thought among the people. According to Bryne (1984) speaking is oral communication. It is a way process between speaker and listener and involve productive and receptive skill of understanding. It means that at least two people in speaking process, they are speaker and listener. The speaker gives the information or message to the listener and listener tries to understand the speaker's ideas.

Meanwhile according to Doff (1987: 2) in all of communication or conversation two people are exchanging information or they have a communication or conversation need. There are some reasons for people to communicate with each other, one of which is to tell people things they do or to find things out from other people.

Furthermore, speaking is one of the central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listeners to communicate information, ideas, and emotions to others using oral language (Sister, 2004:7). So, the situation of the students' emotion affected the quality of speaking. The main goal of speaking is to communicate. So, to deliver the ideas effectively the speaker has to understand the meaning of all things that will be delivered.

Brown (2001:250) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Moreover, the form and the meaning of speaking depend on the context in which the conversation occurs, including the participant themselves and the purpose for speaking. According to Chaney (1998:31), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of contexts. So, based on this definition, speaking can take place if the speaker uses verbal symbol like words and non-verbal symbol like gesture to convey his intention.

Based on the theory above, it can be concluded that speaking is the process of interaction between speaker and listener in which the speaker sends the message, while the listener receives and process it in his mind, his feeling or opinion to express the ideas in order to understand the intention of that message for the purpose of responding to the speakers' message.

Generally, there are five components of speaking skill, i.e. Comprehension, pronunciation, fluency, grammar, and vocabulary (Syakur, 1987:3):

- **Comprehension**

  According to Heaton (1991) comprehension is the ability of understanding the speakers' intention and general meaning. It means that comprehensibility focuses on the students' understanding of the conversation. Comprehensibility measures how much interpretation is required to understand students' responses.

- **Pronunciation**

  It refers to the ability to produce easily comprehensible articulation (Syakur: 1987). It means that, pronunciation is the way for students to produce clearer language when they are speaking.

- **Fluency**

  Fluency is the ease and speed of the low of the speech (Haris, 1978:81). Fluency refers the smootnes of flow which sounds, syllables, words, and phrases are joined together when speaking. So, fluency can be defined as the ability to speak fluently.

- **Grammar**

  It is needed for students to arrange a correct sentence in conversation. When we speak to other people it means that we express some of our ideas and thought orally, both listener and speaker should be understand each other.

- **Vocabulary**

    Vocabulary refers to the selection of the words those are appropriate to the topic and occasion.

However in this research, the components of speaking that are observed were pronunciation, fluency, and comprehension. According to Heaton (1991), there are some criteria for analyzing oral ability as follow:

Table 2.1 Rubric of Scoring System

Range	Pronunciation	Fluency	Comprehensibility
100-90 (Excellent)	Pronunciation only very slightly influenced by mother tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker intention and general meaning. Very few interruption or classification required.
89-70 (Very good)	Pronunciation is slightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make effort at times to search for words. Nevertheless, smooth very delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are clear. A few interruption by the listener for the sake of clarification.
69-60 (Good)	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few	Although she/he has made an effort and search for words, there are unnatural pauses. Fairly	Most of what the speakers say is easy to follow. Their intention is clear but several interruptions

	grammatical and lexical errors but only one or two major errors causing confusion.	smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. For range of expression.	are necessary to help him to convey the message or to seek clarification.
59-40 (Fair)	Pronunciation is influenced by mother tongue but only serious phonological errors. Several grammatical and lexical errors, some of cause confusion.	Has to make an effort for much of the tome often has to search to desire meaning rather hating delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what he said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
39-30 (Poor)	Pronunciation seriously influenced by mother tongue with the errors causing a breakdown in communication. Many basic grammatical and lexical errors.	Long pauses while searches for desired meaning. Frequently and fragmentary halting delivery. Almost gives up making the effort at the times. Limited range of expression.	Only small bits can be understood and then considerable effort by someone who is used to listening to the speakers.
29-10 (Very poor)	Serious Pronunciation errors as well as basic grammatical and lexical errors. No evidence of having mastered any of the language skills areas practice in the	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort very limited.	Hardly anything of what is said can be understood. Even when the listener makes a great efforts or interrupts, the speaker is unable to

	course.		clarify anything he seems to have said.

2.2 Type of Speaking

Brown (2001:251) classifies the type of oral language as the figure below:
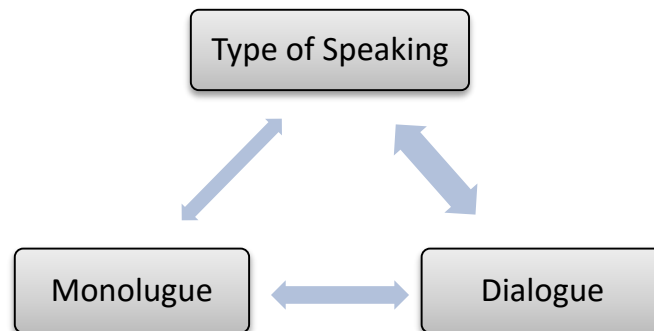
In monologue, when a speaker uses spoken language, the hearer has to process long strengtches of speech without interruption. The streams of speech go on whether or not hearer comprehend. Examples of monolugue are speech, lecturer, reading, news broadcast etc. Monolugue can be devided into planned and unplanned. While in dialogues, there are two or more speakers involved. It can be subdivided into the promote social relationship (interpersonal). And those for which the purpose is to convey factual information (transactional). Brown also provides types of classroom speaking performance, they are:

1. Imitiative

   Practicing an intonation contour or try pinpoint a certain vowel sound is an example of imitative speaking. The imitiative is caried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

   Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. It is goes one-step beyond imitiative speaking.

3. Responsive

   A good deal of students speech in the classroom is responsive short replies to teacher or students-initiated questions or comment. These replies are usually sufficient and do not extend into dialogues. Such as, speech can be meaningful and authentic.

4. Transactional (dialogue)

   Transactional dialogue carries out for the purpose of conveying or exchanging specific information or idea is an extended from of responsive language.

5. Interpersonal (dialogue)

   Interpersonal dialogue carries out more for mainting social relationship than for the transmition of facts and information. The conversation are little trickier for the learners because they can involve some or all the following factors; a casual register, colloquial language, emotionally, charged language, slag, and convert agenda.

6. Extensive (monologue)

   Extensive monologue is extended monologues in form of oral reports, summaries or perhaps short speeches. In this, the register is more formal and deliberate.

2.3 Concept of Teaching Speaking

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. One of the success in teaching learning process may depend on technique or starategy the teacher employs in the classroom.

Rivers (1978:6) states that speaking is developed from the first context with the language. Thus, we have to introduce speaking with the language that we learn, because speaking is the way process for students to express their emotions, communicative needs, interaction to other people in any situation and influence the others.

Speaking lesson is one of the bridge for the learners between a classroom and the world outside. The teacher must give the learners practice opportunities for purposeful communication in meaningful situation. It means that, if the students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon lose their motivation and not interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raise general learner motivation and make the English language classroom a fun and dynamic place.

From the explanation above, the researcher can conclude that the teacher must be give real situation and opportunity for the students to practice in many context and applied in the classroom.

2.4 Concept of Role Play

Role Play is one of the types of drama activities. Harmer (1983) states that role play activities are those whose students are asked to imagine that they are in different situation and act accordingly. Furthermore, speaking role-play involves being an imaginary person usually in a hypothetical situation and sometimes in a real one (Venugopal, 1986). In addition, Gillian Porter Ladoussc (1995) illustrate that when the students assume a Role, they play a part (either their own or somebody else) in specific situation.

It means that role play in the classroom consist of the acting out by the students of the situation and the idea. Furthermore, the students can illustrate and imagine or act as the other people or their selves based on the common situation in produce the speaking skill in certain communication. So, it is clear that role play is the role based on the situation that given.

Role Play is one of the techniques that give the opportunity for students to practice the language.The writer expects that role play is an enjoyable task for the students; it is assumes that it can encourage the students to speak English. Moreover, according to Brown and Yule (1995), constructive role play can help students becomemore interested and involved in classroom learning by addressing problems, and exploring alternatives and creative solutions in terms of not only material learning, but also in terms of integrating the knowledge learned in action.

It means that Role Play is a one of the kind techniques that not only focus in material but also act to give chance for students to speak English actively in teaching-learning process. The students give the one situation based on the role card to more active to speak and act or pretend that one is another person or just as themselves involves a realistic situation. In this situation, the students attempt to think, act, speak, react and by exploring thoughts and feelings of character in given situation as they think that the people would.

Brown (2001:183) states that role play minimally involves (a) giving a role to one or more members of a group (b) assigning an objective or purpose that participant must accomplish. He also suggested that role play can be conducted with a single person, in pairs or in a group, with each person assigned a role to accomplish an objective. Furthermore, Role playing activities can be divided into four stages:

"1. Preparation and explanation of the activity by the teacher.
2. Student preparation of the activity.
3. The role-playing.
4. The discussion or debriefing after the role-play activity.
(Cherif & Somervill, 1998)"

Therefore, in designing role play, the teacher lets the students practice in pairs or small groups, every student can be involved in the role play exercises and enjoy the benefit of role play. In role play activity, the teacher gives explanation of the material and opportunity for students to interact. She/he also gives the students to prepare the activity in pairs or their group that have divided before. In times, the students can work and discuss together with their friends at the group. So, this situation can build the enjoyable situation for the students to communicate with the other people.

Based on the explanation above, role play is really a worthwhile learning experience for both the students and the teachers. Not only can students have more opportunities to "act" and "interact" with their group to use English language, but also students' English speaking, listening and understanding will be improved. Role play can brings the liveliness atmosphere in the class. Students learn to use the language in more realistic and more practical way.

There are some both advantages and disadvantages role play that the teacher should pay attention to in order to achieve more effective during teaching learning process.

1. Advantages of Role Play

    a. Role Play is one of the best technique in teaching speaking. It consists of more than two persons that can develop teamwork to communicate and share their idea.

    b. Role Play is the technique that gives chance for the students get some practice speaking English in the class.

    c. Role play can create the students' creativity in their learning process. The students do not only sit as passive learners because they can actively involve in the learning process and create the students to speak more in doing the activities and motivate them to speak.

    d. Under the roles, the students can role and act as someone or themselves to communicate with other people fluently.

2. Disadvantages of Role Play

    a. The using of student's native language in monolingual group, sometimes teacher finds the groups talking in their native language in discussion while they are require to use English.

    b. Indiscipline and noisy

        If the teacher goes and concentrate on one group excluding the others, the rest of the students will become noisy.

2.5 Procedure of Teaching Speaking through Role Play

Procedure of playing role play in the class is devided into three terms. They are; pre-activity, while-activity, and post-activity. Here are the procedure of teaching speaking through role play:

    1. Pre Activities

- Teacher greets the students.

  For example: Good morning students, how are you feeling ok today?

- Teacher gives the questions or brainstorming to the students related to the topic that they are going to learn.

  For example: Teacher   : "Have you ever visited restaurant".

                Students   : "Yes, I have".

                Teacher   : "Do you know how to order the menu at the restaurant".

                Students   : "Yes, I do".

- Teacher gives a chance for students to share their opinion.

2. **While Activities**

- Teacher introduces how to order the menu at the restaurant.

  For example: "Now, we would like to learn how to order the menu at

  restaurant by using role play technique".

- Teacher explains the material and introduces the role play technique.

- Teacher teaches them how to order the menu and gives the material in a

  paper which contents table of how to order the menu and how to

  pronounce some difficult words accurately and fluently.

  For example: " Now here i have the paper that contain table of order

  menu. Listen to me carefully and repeat after me".

- Teacher asks their comprehension and new difficult vocabularies.

  For example: " Do you understand?"

  " Is there any difficult vocabulary?"

- Teacher asks randomly the students whether they have got the answer

  or not by asking them.

  For example: " Do you have any idea how to order the menu?"

- Teacher devides the class in-group that consisted of three or four

  students.

- Then, teacher asks the students to move on their group and gives the

  students for five minutes to role play making dialogue with their group

  related to the topic and work out the dialogue.

  For example: "Now, move on to your group and i will give you ten

  minutes to make dialogue and then you may work out

  your dialogue in front or the class".

- Teacher moves from one group to another and help the students, such as, in vocabulary, pronunciation, and comprehensibility. The teacher also monitors the class.

- Teacher asks the students to perform their role play in front of the class. For example: " OK, time is up and it's time for each group performs your dialogue in front of the class".

- Teacher makes the situation conductive to make the play run smoothly and asks the students to make note about miss spelling pronunciation, difficult vocabulary, comprehension, and the possible wrong grammar that students made. The teacher makes a note of common mistakes and ensure that the students do not lose motivation by being corrected directly or straight after the role play.

- Teacher evaluates students' speaking ability, such as, pronunciation, fluency, and comprehensibility by using oral test sheet consists of students' score based on their oral production.

3. **Post Activity**

- Teacher gives comment and explains necessary things, such as, wrong pronunciation, fluency, and comprehensibility.

- Teacher provides a chance for students to ask question and try to answer them.
  For example: "Ok students, is there any questions".

- Teacher asks the students randomly to conclude the lesson that she has given to the students.

For example: " OK class, is there someone can conclude about our

lesson today?"

- Teacher closes the class by greeting.

For example: " All right students, that is the end of our meeting today.

Thank you very much and good bye".

2.6 Explanation of Each Topic

This is secretary class consist female students in the class and skill based as

secretary. So, the topics of the research related to secretary skill that included in

public formal situation, they are at restaurant, at office, and at bus station. And

each topic would be explained as follow:

1. Restaurant Formal Situation Topic

   This topic focuses on how to order and offer menu at formal situation in

   restaurant. The expression of this topic explained as follows:

Offer	Order
Do you want to order something?	Yes, I want.
Is there anything I can do for you?	Yes, please. I'd like …..
How can I help you?	Ok. I would like to ….
What can I do for you?	You can take me order...
What would you like to drink?	Of Course, I would like. ….
What would you like for dessert?	Ok, I would dessert is….

2. Office Formal Situation Topic

   This topic focuses on the conversation that is happened both a secretary

   and a guest at the office formal situation. This topic concerns how to ask

someone and how to make a memo/ message. The expression of this topic

explained as follows:

Questions	Responses
Could I help you?	Yes, you can.
Can I help you?	Yes, you can.
May I help you?	Yes, you may.
What can I do for you?	Yes, of course. I want to see....
Can I see Mr. John, please?	No, you can not.
Is there Mr. John at the office at this now?	No, there is not him at the office now.
Can I take a message?	Yes, you can. Please tell him that I would come in this office at ….
	Yes, of course. Please tell him that he/she should call me because…..

3. Bus Station Formal Situation Topic

   This topic focuses conversation at bus station formal situation which

   happen both an officer and a traveler. This topic concerns how to ask

   information based on the time table at the bus station. Some expressions

   you can use the conversation as follows:

Questions	Responses
How do we go to Bali?	You can go there by bus or car travel.
Which one the buses will go to Bandung?	Bus 76 will go to Bandung.
When will the bus leave?	It will leave at 7.00 pm.
What is the ticket price?	The ticket price is 250,000 rupiahs.
How much is the cost?	The cost is 100,000 rupiahs.

2.7 Theoretical Assumption

From the literature review above, firstly, the researcher assumes that Role Play

Technique can improve the students' speaking ability. The reason why the

researcher assumes like that is because role play technique can give opportunities

the students to develop their speaking ability. Moreover, role play technique will

create the students more active during teaching-learning process. In additional,

role play technique also can give positive influence in improving speaking ability

because it gives attempts to think, act, speak, and react as they think that person

would and a opportunity to practice communication in different social contexts.

Secondly, the researcher assumes of three different topics, there is one topic that

is the most effective for utterance production. Furthermore, the researcher

assumes that the last topic is the most effective than others in teaching speaking

through role play technique. The researcher assumes like that is because the

students are expected to feel enjoyable. The students who are feeling afraid and

not active in teaching-learning will adapt with this technique. In addition, the

students can motivate to follow the topic because they are encouraged through

role play. This topic also relates to their daily life so that the students have

background knowledge about this topic. Furthermore at the last topic, the students

can be more active and more enjoyable to interact and communicate English in

teaching-learning process.

Based on the previous explanation in the theories, the researcher assumes that

teaching speaking through role play technique can bring an improvement in

students' speaking ability and there is the most effective topic for utterance production in teaching speaking.

2.8 Hypothesis

Regarding the theories and assumption above, the writer would like to formulate hypothesis as follows:

- Role play technique can improve the students' speaking ability at the first year of SMK Negeri 1 Bandar Lampung.

- There is the most effective topic for utterance production in teaching speaking by giving the three different topics.