

II. LITERATURE REVIEW

2.1 CONCEPT OF SPEAKING

2.1.1 Definition of Speaking

According to Harris (1974:81-82), speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. The fundamental concern in speaking is the ability to communicate informally on everyday subjects with sufficient ease and fluency to hold the attention of the listener.

Speaking has important role in human beings life. Speaking is used for communication among people in a society in order to keep the relationship going well. Rivers (1987: 162) states that through speaking; someone can express their ideas, emotions, attentions, reactions to other person and situation; and influence other person. In short, through speaking, someone can communicate or express what he wants from other and responds to the speaker.

Byrne in Sari (2008: 7) states that speaking or oral communication is two ways of process between speaker and listener involving the productive skill and receptive

skill as well. The skills in language learning are divided into productive and receptive skills. Productive skills include speaking and writing, while receptive skills include reading and listening.

Byrne further says that speaking is an activity involving two or more participants as hearers and speakers who react to what they hear and their contributions. Each participant has an attention or a set of intentions goal that he wants to achieve in the interaction. In speaking there is a purpose that has to be achieved by the speaker. As stated by Byrne, speaking should, at least, involve two participants in the same language. In this case, one can be speaker who delivers information, and others can be listener who receives the information.

In short, speaking can be defined as one way to communicate with other people by using certain language. Speaking should involve two participants at least, one can be a speaker and others can be listeners. In speaking, speaker should use good sentences in order to make the listener understand the information that is going to be delivered. Delivery of ideas, opinions, or feelings is some important aspects of the process of speaking which a speaker's idea become real to him and his listeners.

Studying English without practice speaking is useless. Through speaking, one can express their minds, ideas and thought freely and spontaneously. To most people, mastering the art of speaking 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. 1. 2 Components of Speaking

Speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking. Speaking is also the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication. Speaking is not just making sound. Birds, animals, babies make sound and though it may be communication of sorts, it is not speaking.

Speaking is also one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. Generally, there are at least four components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency

(Syakur, 1987: 3):

a. Comprehension

For oral communication, it certainly requires a subject to respond to speech as well as to initiate it.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in

appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

d. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

According to O'Connor (1967: 24), in producing the sounds, there are two terms that have to be focused on, they are consonant and vowel. O'Connor stated that there are several kinds of consonants in English as follow:

- Friction Consonants : /f, v, θ, , s, z, , ʒ/
- Stop Consonants : /p, b/, /t, d/, /k, g/, /t , dʒ/
- Nasal Consonants : /m, n, ŋ/
- Lateral Consonant : /l/
- Gliding Consonants : /j, w, r/

Besides, the term vowels can be defined as the sounds made by voiced air passing through different mouth-shapes. The differences in the shape of the mouth are

caused by different positions of the tongue and of the lips. According to O'Connor (1967: 79), there are three kinds of vowels, they are:

- Simple Vowels : /i, ɪ, e/, /e, æ, ʌ/, /ɪ, ɪ, e, æ, ʌ/, /ʌ, ɑ:, ɒ/, /ɒ, ɔ:/, ʊ, u:/, /ɜ:, ɑ:/, /ə/,
- Diphthongs : /əʊ, aʊ/, /eɪ, aɪ, ɔɪ/, /ɪə, eə, ʊə/
- Vowel Sequences : the most common sequences are formed by adding /ə/ to a diphthong, especially to / aɪ/ and / aʊ/.

Furthermore, according to Hewings (2004: 3), there are also some other aspects of pronunciation in relation with production of the sounds. Those other aspects can be defined as follow:

- Syllables : vowel and consonant sounds combine into syllable. It can be helpful to think of the structure of English syllables as [consonant(s)] + vowel + [consonant(s)].
- Consonant Cluster : the combination of consonants is often referred to as consonant cluster. For example as in the consonant /str-/, /spl-/, /-mpst/, /-ksts/.
- Connected Speech : when words come into contact in connected speech, certain common changes take place, mainly as a consequence of the speed of speaking and in order to make the production of sequences of sounds easier.

- Intonation : essentially, intonation refers to the way the pitch of the voice falls or rises.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately.

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4).

In this research, components of speaking that are observed while using drama in the process of teaching were pronunciation, fluency, and comprehension.

According to Heaton (1978: 99), there are some criteria for analyzing oral ability as follow:

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of

	correct.	pauses.	clarification are necessary.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for the words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Pronunciation seriously influenced by the mother-tongue which errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood-and then with considerable effort by someone who is used to listening to the speaker.
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

2. 1. 3 Characteristics of Successful Speaking Activities

Again, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). This statement is supported by Munjayanah (2004: 16) that when people want to speak fluently, sometimes they get difficulties to do it. In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

- a). *Learners talk a lot.* As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- b). *Participant is even.* Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
- c). *Motivation is high.* Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- d). *Language is of an acceptable level.* Learners express themselves in utterances that are relevant, easy comprehensible to each other and of acceptable level of language accuracy.

2. 2 CONCEPT OF DRAMA

Drama differs from role play. Role play is a type of drama activities. Harmer (1983) states that role play activities are those where students are asked to imagine

that they are in different situations and act accordingly. While Wessels (1967)

says:

“Drama is what happens when we allow our students to explore foundations of the surface reality. When we give them the background to a situation, or allow them to guess at it, we deepen their perceptions of the situation. When we ask, ‘How do you think he/she feels at this moment?’ How would you feel? What is he/she thinking?’, we unlock learners’ own feelings of empathy with the person or situation being studied. When we ask them to improvise a continuation of a story, to supply an introduction, or to offer alternative conclusion, we are stimulating their imaginations and their intellects. And when, finally we ask students to ‘get up and do it’, we are rewarding their efforts with our interest and attention, and their enjoyment of the *doing* (for the most basic reward of drama is that it is fun to do) is the final consolidator.” (p.8)

Harcourt (1968: 349) defines drama as a story, which is supposed to be performed in front of the audience. Thornly and Roberts (1987: 199) describe drama as any kind of written work to be performed on stage. In short, drama can be defined as a kind of technique to deliver the information stated in the story based on a written text (commonly called as script) and usually performed in front of the audience. Drama in education uses the same tools employed by actors in the theatre. In particular, it uses improvisation and mime. But when in the theatre everything is contrived for the benefit of the audience, in the classroom drama is contrived for the benefit of the learners (Wessels : 8). The goal of drama itself is not for the satisfaction of the audience but more on the growth and development of the students.

Ulas (2008) states in his research that the application of drama activities using native language instruction improved development of pronunciation skills when contrasted with traditional, teacher-centered course-book methods. The scope of creative drama may be briefly explained through six learning principles.

- a. A student learns meaningful content better than other content.
- b. Learning occurs as a result of a student's interaction with his environment.
- c. The more sensory organs a student uses while learning, the greater the retention of the lessons.
- d. A student learns best by doing and experiencing.
- e. Effective participation is important in learning emotional conduct.
- f. Learning becomes easier and more permanent in educational environments where there is more than one stimulus.

Several scientific investigations have demonstrated that creative, instructional and educational drama activities have positive contributions to the general education process and that these activities improve speaking skills.

According to Makita in Ulas (2008), dramatic and role-playing activities are valuable classroom techniques that encourage students to participate actively in the learning process. It is important to note that dramatic activity takes several different forms and that the teacher can provide students with a variety of learning experiences by deploying different methodologies according to individual needs, interests and learning levels. In addition, these role-playing activities enable the teacher to create a supportive, enjoyable classroom environment in which students are encouraged and motivated to effectively learn the target language.

Wessels in Ulas (2008) found that using drama activities helped to bring written materials to life by infusing the lifeless print with feeling, imagination and thought for the learner, who became an active participant in the learning process.

Providing students the opportunity to place themselves directly in the learning experience greatly improves their comprehension.

It cannot be ignored that creative/educational drama activities have an effect on developing language skills, as well as contributing more generally to the education process. Maley and Duff in Ulas (2008) explain some characteristics of drama activities that may be considered advantageous in developing language skills. Drama can help the teacher achieve reality in several ways: by making learning the language an enjoyable experience, by setting realistic targets for the students, by creatively slowing down real experiences and by linking the language-learning experience with the student's own life experience.

Drama can also create a need to learn the language, either through use of creative tension (situations requiring urgent solutions), or by putting more responsibility on the learner, as opposed to the teacher. In addition, drama allows for activity-centered immersion (Genesee, 1987), which can give language learners optimum exposure to a target language.

Drama has a significant function especially in specifically improving acquired/improved speaking skill among the basic language skills. Smith in Ulas (2008) notes that although drama has existed as a potential language teaching tool for hundreds of years it has only been in the last thirty years or so that its applicability as a language learning technique to improve oral skills has come to the forefront.

Whitear's approach (1998) in this regard is, Speaking is not only about words, structure and pronunciation, but also feelings, motivations and meanings that are valuable benefits for bringing drama to the language learner. Drama techniques and activities function to develop communication skills-through fluency, pronunciation, co-operative learning, confidence-building and intercultural awareness-may be added to the above-mentioned elements.

In this regard, Pietro in Ulas (2008) says that students who are not naturally talkative often appear more willing to join in the discourse when they realize that they are not dominated by a teacher figure. Sam in Ulas (2008) agrees by stating, Drama activities can be used to provide opportunities for the student to be involved actively. Drama techniques are defined as strategies to communicate or convey the intended meaning which involves a wide range of activities (Via, 1987). Drama refers to a work of art which will be exploited as a resource for language learning in the present study.

The benefits of drama techniques or drama to speaking development are extensively acknowledged. According to Hamilton and McLead (1993), drama is beneficial especially to speaking development. Wessels (1987) adds that drama can reinforce a need to speak by drawing learners' attention to focus on creating dramatic situations, dialogues, role plays, or problem solving exercises. Other aspects that add to the benefits of drama techniques in language learning are also clarified by Mattevi (2005) and Makita-Discekici (1999). Furthermore, according to Dougill (1987) and Taylor (2000), drama techniques can satisfy primary needs

of language learning in that they can create motivation, enhance confidence, and provide context in learning a language. It is also great fun. All these views seem to confirm the benefits of drama in the enhancement of students' speaking abilities.

Reaske (1966: 27) states that one of the most dominating theories of structure is that which classically pertained to tragedies. In any cases, the view of tragedy has frequently and consistently taken a dividing approach which separates the events of the play into four large categories: (1) rising action, (2) climax (turning point), (3) falling action, and (4) catastrophe. However, the four large categories are completed by adding exposition preceding the rising action, and then it is known as "Freytag's Pyramid". The five elements proposed by Freytag are:

- a) Exposition / introduction : a short section directly in the beginning in which we are made acquainted with certain facts, usually pertaining to events which have occurred before the beginning of the time of the play.
- b) Rising Action / complication : rising action is the entire first part of the play in which the forces creating conflict are delineated, enlarged, and prepared for some disasters.
- c) Climax : the first major pause in the play occurs when the hero makes a decision or makes some all-important discovery about either himself or someone else in the play.
- d) Falling Action : the falling action follows the climax and usually presents the ways in which the hero is slowly overpowered and becomes increasingly helpless.

- e) Catastrophe / resolution : the catastrophe is the main action of the play and is often a death, usually the death of the hero or the heroine. It is almost always the logical result of the rising and falling action.

Having known the five elements proposed by Freytag, the students frame the story into the five parts and then use the frame to speak or dramatize the story.

Elements of drama, according to DiYanni (2000), consist of plot, the sequence of events, character development (the element which makes things happen in drama), dialogue (which functions in advancing the plot, creating settings, and revealing character), staging (the presentation of drama in performance), and theme (the central idea or motif of the play). Meanwhile, drama techniques utilized in a language class have generally been divided into seven types, including games, mime or pantomime, role playing, improvisation, simulation, storytelling, and dramatization.

In short, using drama technique in teaching speaking is more beneficial than using other techniques. As stated above, drama is a way to deliver the information stated in the story in the form of dialogues that have to be spoken. In this case, the students who are taught through drama are encouraged to speak in order to deliver the information in the story. Applying drama in teaching speaking is not only to give a chance for the students to produce utterances while they are performing the story, but also to give a meaningful context and productive process of learning.

2.3 Procedure of Implementing Drama in English Speaking Class

The following is the procedure of teaching speaking through drama modified from previous research conducted by Meri Triyana Sari (2008):

1. Pre-activity
 - a. Teacher opens the class by greeting the students
 - b. Teacher asks the students related to the focus of the lesson that would be learnt. In this case, students are asked about their experience during learning speaking so far. Whether or not they have difficulties in learning speaking and what the reasons cause the difficulties.
 - c. Teacher introduces about drama that is a technique which will be applied in the class. Teacher explains what they will have to do during the lesson.
 - d. Teacher explains the four elements involved in drama; they are exposition, rising action, climax, and falling action.
 - e. Teacher trains the students to transfer those four elements by giving them a model.
2. While-activity
 - a. Teacher divides the students into groups containing thirteen students in each group.
 - b. Teacher distributes drama script for each group.
 - c. Teacher asks the students to read and comprehend the content of the stories for about 30 minutes, then divides the dialogues for each person

- d. While reading the script, the students frame the story into their mind using four elements of drama. They divided the story into four parts; they are exposition, rising action, climax, and falling action.
 - e. Teacher asks the students to practice the drama by performing it directly in front of the class with their group. The group is chosen through a lottery, thus any group had a chance to be the one.
 - f. While the students perform their plays, the teacher observes the production of the words including pronunciation and fluency of the students by recording their performance using video.
 - g. Teacher also observes their comprehension toward the stories by watching how they deliver their dialogues to others.
3. Post-activity
- a. Teacher asks the students about their difficulties during learning process.
 - b. Teacher discusses the ways to solve the difficulties together with the students.
 - c. Teacher closes the class by greeting.