CHAPTER II

THEORETICAL BACKGROUND

A. Theoretical Studies

1. Description of Speaking Ability

a. Definitions of Speaking Ability

Speaking is a process of expressing ideas, experiences, or feelings to the others orally. According to Chaney as quoted by Kayi, Hayriye (2006:1), "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts." It means, speaking is a process of sharing ideas by using verbal (sounds) and non-verbal (gesture) symbols. Furthermore, Cameron, Lynne (2001:40) says, "Speaking is the active use of language to express meanings so that other people can make sense of them." It means, speaking is a process of expressing ideas by using the language which can be understood by the listeners.

In addition, Tarigan, Henry Guntur (2008:16) states, "*Berbicara adalah kemampuan mengucapkan bunyi-bunyi artikulasi atau kata-kata untuk mengekspresikan, menyatakan atau menyampaikan pikiran, gagasan, dan perasaan.*" It means, speaking is an ability of uttering articulation sounds or words to express, to state, or to convey thoughts, ideas, and feelings. Based on those definitions, it can be concluded that speaking is an activity of expressing ideas,

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opinions, or feelings orally through the use of verbal (sounds) and non-verbal (gesture) symbols.

Based on the meaning of speaking as discussed above, it is assumed that speaking ability means someone's competency in expressing his ideas, opinions, feelings, and so on orally based on the specific situations. According to Suyanto, Kasihani K. E. (2008:58), "*Terampil berbicara berarti dapat berkomunikasi menggunakan pola-pola bahasa Inggris sesuai dengan situasi di mana seseorang perlu mengungkapkan pikiran, perasaan, dan pendapatnya.*" It means, being skilful in speaking means to be able to communicate by using English patterns which are suitable with the situation where someone expresses his ideas, feelings, or opinions.

Based on the explanation above, it can be concluded that speaking ability is a competency in expressing thoughts, ideas, and feelings based on the specific situations by using verbal (sounds) and non-verbal (gesture) symbols.

b. **Principles of Teaching Speaking**

In teaching learning process, a teacher should understand the principles which are necessary to do in teaching materials, so that the learning objectives can be achieved well. The principles of teaching are the things which should be paid attention and done by a teacher in teaching a material to the students.

There are some principles which are necessary to pay attention on teaching speaking skill. According to Bailey, Kathleen M. (2005:54),

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

It means, there are some principles of teaching speaking. First, a teacher should realize the difference between the context of second language and foreign language learning. Second, he should give the students more practices of speaking in the classroom to make them more fluent and accurate. This can be done, for example, by giving examples of conversations through role play technique which are then practiced by them in pairs or groups. Third, he should give the students more chances to speak in pairs or groups and limit his speaking in the classroom. Next, he should plan class activities involving guidance and practice in transactional and interactional speaking.

Meanwhile, Brown, H. Douglas (2000:275) explains,

> Principles for designing speaking techniques:
> 1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
> 2) Provide intrinsically motivating techniques.
> 3) Encourage the use of authentic language in meaningful contexts.
> 4) Provide appropriate feedback and correction.

5) Capitalize on the natural link between speaking and listening.
6) Give students opportunities to initiate oral communication.
7) Encourage the development of speaking strategies.

It means, in teaching speaking skill, a teacher should use the techniques which are suitable with the students' needs, such as drilling technique, role play technique, games, and other techniques which can train their speaking ability, especially in interaction, accuracy, fluency, and meaning. He should also motivate the students to get more interested in learning speaking. Furthermore, he should encourage the students to use authentic language in meaningful contexts, such as by using the topics in the daily life. He should give appropriate feedback and correction to the students' speaking. He should utilize the natural relationship between speaking and listening. He should give the students chances to speak or to communicate orally in the class. In addition, he should encourage the development of speaking strategies, such as the expressions for asking and giving opinions, asking for clarification, accepting and refusing invitation, making polite requests, and so on.

Based on the discussion above, it can be concluded that some principles of teaching speaking are to give more chances and practices to the students to speak in the classroom either in pairs or groups, to plan class activities involving the transactional and interactional speaking, to give appropriate feedback and correction, and to encourage the development of speaking strategies, such as the

expressions for asking for clarification, asking for and giving opinions, asking someone to repeat his speech, accepting and refusing invitation, making polite requests, and so on.

c. Assessing Students' Speaking Ability

Assessment is a process to make judgements about the students' skill or knowledge. According to Nunan as quoted by Bennu, Mansyur and Agus Purnomo (2009:3), "Assessment is the set of processes through which we make judgments about learner's level of skill and knowledge." Thus, assessment is important in teaching learning process. It functions to measure the students' knowledge and ability level about the lesson which has been given.

There are some principles which should be paid attention on assessing the speaking skill. According to Weng as quoted by Bennu, Mansyur and Agus Purnomo (2009:19),

> There are five principles of assessing speaking skill, as follows:
> 1) Ensure speaking contexts as authentic as possible, especially in communicative testing.
> 2) Put the candidates at ease prior to the real test.
> 3) Remain as non-intrusive (for examiners) as possible, especially in group discussions.
> 4) Ensure scoring reliability.
> 5) Create speaking contexts that give maximum opportunities for candidates to speak.

There are three general techniques which can be used in testing the students' speaking ability. Those are interview, interaction between or among the students, and response to video. It is in line with Hughes as quoted by Bennu, Mansyur and Agus Purnomo (2009:19), "There

are three techniques of testing speaking: interview, interaction with fellow candidates (students), responses to audio or video recorded stimuli." This research uses interview as the technique of assessing the students' speaking ability.

The students' speaking ability can be assessed based on five aspects, they are pronunciation, grammar, vocabulary, fluency, and comprehension. According to Harris, David P. (1969:81), "Five components are generally recognized in analyses of the speech process: pronunciation, grammar, vocabulary, fluency, and comprehension."

Based on the quotation above, there are five aspects in assessing speaking ability: pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation aspect is related to how well the students pronounce the English words suitable with the phonetic transcription. Grammar aspect is related to how well the students use grammar in making utterances, so that their utterances can be understood well. Vocabulary aspect is related to whether the words used are suitable with the context or not. Fluency aspect is related to how fluently the students speak. Last, comprehension aspect is related to whether the students understand the topic or not.

Meanwhile, Thornbury, Scott (2005:127) says,

For the Cambridge Certificate in English Language Speaking Skills (CELS) Test of Speaking, there are four categories: 'Grammar and Vocabulary', 'Discourse Management',

'Pronunciation', and 'Interactive Communication'. They are described in the following terms:

1) Grammar and Vocabulary – on this scale, candidates are awarded marks for the accurate and appropriate use of syntactic forms and vocabulary in order to meet the task requirements at each level.

2) Discourse Management – on this scale, examiners are looking for evidence of the candidate's ability to express ideas and opinions in coherent, connected speech.

3) Pronunciation – this refers to the candidate's ability to produce comprehensible utterances to fulfil the task requirements.

4) Interactive Communication – this refers to the candidate's ability to interact with the interlocutor and other candidate by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirements.

It means, there are four categories to assess speaking: grammar and vocabulary, discourse management, pronunciation, and interactive communication. First, grammar and vocabulary are related to the use of grammar and words which are accurate and suitable with the task given. Second, discourse management is related to the students' ability in expressing their ideas and opinions coherently. Third, pronunciation is related to the students' ability in producing the utterances which can be understood. Fourth, interactive communication is related to the students' ability in interacting with the interlocutor, such as in starting conversation and responding to the utterances or questions.

In this research, the writer uses the criteria of speaking assessment according to Harris, David P. (1969:84), they are pronunciation, grammar, vocabulary, fluency, and comprehension.

2. **Description of Role Play Technique**

   a. **Definitions of Role Play Technique**

   Role play is one of the techniques in teaching speaking, in which the students are given a special role which is suitable with a certain context or situation. According to Brown, H. Douglas (2000:183), "Role play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participant must accomplish." Moreover, Chaturdevi, Ms.Vijit (2008:1) says, "Role play can be defined as technique in which people are presented with a real or artificial environment and they are exposed with some find of case or situation and they need to exhibit the same in form of roles." Meanwhile, Ladousse, Gillian Porter (1987:5) says, "When students assumed a 'role', they play a part (either their own or somebody else's) in a specific situation. 'Play' means that the role is taken on in a safe environment in which students are as inventive and playful as possible." Furthermore, Ments, Morry van (1999:3) states, "Role play is the name given to one particular type of simulation that focuses attention on the interaction of people with one another." It means, role play is a simulation technique in which the students act out specific characters or role in certain situations. This activity focuses on the interaction of students with one another.

   One of the communicative role plays is role playing controlled through cued dialogues. According to Littlewood, William (1981:50),

In cued dialogues, the teacher exercises direct control over the meanings that are expressed, but not over the language that is used to express them (though he may exercise indirect control, by previously equipping the learners with suitable form).

Based on the description above, it can be concluded that role play technique is an activity of teaching speaking, in which the students are given a specific role which is suitable with a certain context and situation.

b. **Steps of Teaching Speaking Using Role Play Technique**

Teaching speaking using role play technique has some specific steps. According to Bartle, Phil (2007:2),

There are three stages to a standard role-play session:
1) The set up. In the set up stage, the facilitator sets the stage. This means describing the scenario and assigning roles to participants.
2) The play stage. The second, or play stage of the session is when the trainee participants act out their roles and the play is carried out.
3) The discussion. The third stage is the follow-up. This is important and can not be omitted. It is important for all the trainee participants to discuss what happened.

Based on the opinion above, the steps of teaching speaking by using role play technique are as follows:

1) Teacher explains the rule of role play and determines the topics which are suitable with the learning objective which must be achieved.

2) Students are divided into some groups. Each group determines a scenario and role for each member.

3) Students demonstrate a role play in front of the classroom.

4) Teacher and students discuss and give comments to the activity that has been conducted.

3. **Improving Students' Speaking Ability by Using Role Play Technique**

Role play technique is a teaching technique in which the students are given specific roles which are suitable with the context or situation given by the teacher to be demonstrated in front of the classroom. This technique can be used to train the students' speaking ability and to improve their learning motivation. According to Huang, Irene Y. (2008:1), "Role play is one of the communicative techniques which develops fluency in language of students, which promotes interaction in the classroom and which increases motivation." Moreover, Harmer, Jeremy (2001:274) says, "Role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying English for specific purposes." Furthermore, Larsen-Freeman, Diane (2000:134) says, "Role plays are very important in communicative language teaching because they give students an opportunity to practice communicating in different social contexts and in different social roles." Based on those explanations, role play technique is useful to improve the students' speaking fluency, their interaction in the classroom, their learning motivation, and to train their communication in the social roles and contexts.

Meanwhile, Ladousse, Gillian Porter (1987:6) says,

a. A very wide variety of experience can be brought into the classroom.
b. Role play puts students in situation in which they are required to use and develop those phatic forms of language.
c. Some people are learning English to prepare for specific roles in their lives.
d. Role play helps many shy students by providing them with a mask.
e. Perhaps the most important reason for using role play is that it is fun.

It means, role play technique is useful to use in teaching speaking. First, the students' experiences can be used as the topic for their conversation. The students can improve their speaking skill in any situations through role play. Second, role play puts students in situation in which they require to use and to develop those phatic forms of language. Phatic is a term used to refer to a communication used to perform social tasks. Thus, phatic form of language is very important and necessary in facilitating the works of social relationship. Third, 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 save environment of classroom. Forth, role play helps many shy students by providing them with a mask. The students have lack of confidence. It makes them feel shy to perform or speak in the classroom. Therefore, role play is very helpful for them to improve their speaking skill. The last, role play is fun.

Furthermore, role play technique can make the students more confident in speaking English. According to Ladousse, G. Porter (1987:5),

"This playing in role will build up self-confidence rather than damage it."
Moreover, Ladousse, G. Porter (1987:6) says, "Some people are learning
English to prepare for specific roles in their lives. Role play helps many
shy students by providing them with a mask. Perhaps the most important
reason for using role play is that it is fun." It means, role play technique
encourages shy students to be more confident in speaking English by
asking them to act out a dialogue in front of the class. In addition, role play
technique can make the teaching learning process more fun for the
students. Thus, it can be said that role play technique is effective to use in
teaching speaking.

By using role play technique, the students are assumed to be more
motivated to speak actively and to be more interested in learning, so that
the atmosphere of teaching learning process is more enjoyable, active, and
communicative. Thus, it is assumed that role play technique can improve
the students' speaking ability.

B. Study of the Relevant Research

This research is relevant to the thesis written by Yulia, Novi (2010)
entitled, "The Influence of Using Role Play Technique on Students' Speaking
Ability (An Experimental Study at the Seventh Grade of *SMP Negeri* 9
Tasikmalaya)." The result of her research showed that Role Play technique
influenced on the students' speaking ability.

The differences between the previous research and this research are: 1)
the previous research was conducted at the junior high school, while this

research is conducted at the vocational high school, and 2) the material of speaking analysed in the previous research was 'accepting and refusing invitation', while the material of speaking analysed in this research is 'asking for and giving direction'.

C. Framework

Speaking is one of the language skills. It is an activity of expressing ideas, opinions, or feelings orally by using verbal and non-verbal symbols. Speaking ability is a capability to process information or to express ideas or feelings to the others orally with good pronunciation, grammar, vocabulary, fluency and comprehension. The meaning of speaking ability in this research is the students' quality or competence at the Tenth Grade of *SMK* Manangga Pratama Tasikmalaya in expressing ideas, thoughts, or opinions by using the verbal symbols and the English patterns which are suitable with the communication situation or context.

Role play technique is one of the communicative techniques which can develop the students' speaking ability, encourage their interaction in the classroom, and increase their learning motivation. By using this technique, every student will have each own role, so that they are stimulated to be active in the classroom. The meaning of role play technique in this research is a technique of teaching speaking, in which the students are involved to play a role which is suitable with a certain context or situation.

Based on the description above, it can be concluded that the use of role play technique is useful to increase the students' speaking ability, their

interaction in the classroom, their learning motivation, and to train their communication in the social contexts and roles. Thus, it is assumed that the use of role play technique can improve the students' speaking ability.

D. Action Hypothesis

The action hypothesis of this research is formulated as follows, "Role play technique can improve the students' speaking ability at the Tenth Grade of *SMK* Manangga Pratama Tasikmalaya."