

## CHAPTER II

### LITERATURE REVIEW

#### A. The Nature of Speaking Skill

##### 1. The Concept of Speaking

Speaking is one of the language skills. In everyday life we speak more often in communicating to convey information, communication will be more effective if it is done by speaking. According to Elizabeth, children know that the essence of communication is being able to understand what other people are saying. And according to Brown (2018) speaking is a communication tool used by every human being in interacting with others. As Brown (2018) said, the spoken word is a wonderful tool. They flow together to convey a message full of information. In speaking someone conveys messages and information to listeners by using good language and speech so that listeners can understand the intent of the message conveyed by the speaker.

Speaking is viewed as among the most fundamental and crucial of the four foundational abilities. Flojo & Pablo (2013) argued that someone who understands a language is known as a speaker of that language. Having able to explain oneself in the target language offers one an advantage over those who are at a loss for words. Learning to speak entails more than just memorizing grammar rules. When to say about something, how to say it, to whom, where, and when to say it are all important considerations. Speaking needs extensive real-time exposure to a wide range of circumstances in order to perform well in society (Tomlinson, 2012). As a result, relevant schooling activities that increase learners' capacity to express themselves through speech are required.

Speaking is expressing the contents of the mind or expressing something that is intended. Some linguists define the meaning of speaking. Burns and Richard (2018) mentioned that people can engage in conversations with friends, colleagues, visitors, and even strangers using either

their native language or a language comprehensible to both parties. The proficiency of many students in learning English is often gauged by their speaking abilities and the effectiveness with which they communicate. Communication serves as a means for people to connect their thoughts and ideas in various aspects of life. (Renandya & Widodo, 2016). Therefore, speakers must decide how to engage in order to express themselves and build social relationships through speech. Naturally, when we communicate, we utilize our tongue and speak orally. In brief, the author defines speaking as behaviors in which humans attempt to communicate cognition, sentiment, opinion, and knowledge through words in a way of communication.

Someone carrying out communication activities certainly has a specific purpose. Likewise, the purpose of each person who carries out communication activities is different. The purpose of speaking for junior high school students is for students to be able to express their ideas, thoughts, pendor, and feelings towards other people (Halidjah, 2012). Speaking

can be divided into 4 (four) types based on the purpose, situation, method of delivery, and the number of listeners. Communication activities can also be grouped into several types depending on the intent and purpose of the speaker, as well as the circumstances experienced by both the speaker and the interlocutor in communicating (Ilham & Wijati, 2020).

The smarter people talk, the more people want to socialize with that person. It is said so because, people who are good at speaking will not say carelessly. People who are good at speaking are usually good at sorting out the words to be spoken and easily understood by others. In a group, people who are good at talking will get more attention than people who are not good at talking. Based on this definition, speaking is the process of using pronunciation impulses to pronounce vowels as a symbol to share information, knowledge, ideas, and opinions with other people, besides that speaking cannot be separated from listening. Because

these two aspects are interrelated, they involve speakers and listeners.

## 2. Purposes of Speaking

People aim at speaking to convey meaning to others.

It means that the main objective of speaking itself is communication. Speaking is an important tool for communicating or conveying many things about what the speaker will convey to the audience. Therefore, speaking is very important. Brown (2018) argued that there are three major purposes of speaking which are speaking as interaction, speaking as transaction, and speaking as performance. Those purposes are described below.

### a. Speaking as interaction

Speaking as interaction refers to what we often refer to as conversation and represents interaction that is largely social in nature. When individuals meet, they share pleasantries, make small chat, share recent situations, and so on to be nice and establish a comfortable zone of engagement with people around us.

The emphasis is on the speakers and how they want to exhibit themselves to one another rather than on the content (Burns & Richards, 2018).

Speaking in conversational terms using what we say in conversational terms. This refers to spontaneous, interactive discussions involving two or more individuals. It revolves around how people strive to convey their messages to others, necessitating verbal interaction. The main objective of this form of communication is to sustain social connections. The focus lies on the conversation itself and how individuals aim to present themselves to one another through the content of their expressions. (Renandya & Widodo, 2016).

b. Speaking as a transaction

Speaking as transaction refers to circumstances in which the emphasis is on the topic conveyed. The primary emphasis is on the message as well as having oneself heard with clarity and accuracy, rather than the people involved and how they engage socially with one



another (Burns & Richards, 2018). Students and teachers pay attention to what significance or words they can grasp in this form of spoken language.

c. Speaking as a performance

The last purpose of speaking is speaking as performance. It refers to public speaking, or speaking in front of an audience, such as school presentations, public announcements, and speeches. Speaking as a performance usually takes the shape of a monologue rather than a dialog (Burns & Richards, 2018). Likewise, it is commonly evaluated in terms of its effectiveness or impact on the listener, a aspect less likely to be observed in discourse viewed as an interaction or exchange. In such instances, speaking exercises prioritize monologues over dialogues. Speech as an initiation takes place in various contexts, including speeches, public speaking, announcements, retelling narratives, and the like.

### **3. The Speaking Component**

The component of speaking consists of the competencies the speaker must master before performing speaking. It relates to the ability to create, develop, arrange, and convey the ideas. Brown (2018) defined the component of speaking. The following are the levels of components contained in speaking.

a. Grammar

Grammar constitutes a set of guidelines elucidating the proper usage of language. Its objective is to impart the correct mastery of a language, both in written and spoken forms. Consequently, students require a solid understanding of grammar to construct accurate sentences during conversations.

b. Vocabulary

Another crucial element is vocabulary, which refers to the appropriate choice of words in communication. Effective communication and the articulation of ideas, both verbally and in writing, depend on having an ample



vocabulary. The usage of vocabulary in speech also varies.

c. Comprehension

The major goal in speaking is transferring thought so the others can understand; therefore, it is important that the speaker must speak clear and understandable. This implies that the listener can comprehend any discussion within the scope of their own experiences. Comprehension becomes important aspect in speaking since it is defined how the people whom we talk to understand the information being conveyed. In sum, comprehension is the ability to make spoken words are understandable.

d. Pronunciation

Pronunciation is a way for students to produce clearer language when they speak or convey information. Pronunciation is an action or result that produces speech sounds which include articulation, vowel formation, accent, and inflection. Sometimes listeners don't

understand what we are talking about because of bad pronunciation. Pronunciation is the fact of how to pronounce articulation.

e. Fluency

One way to define fluency is the ability to speak clearly and naturally. A common goal of language learners is to become fluent speakers. Fluency cues include speaking quickly and using few pauses, like “mmm” or “so”. These signs imply that speakers are able to communicate ideas or information clearly without having to spend a lot of time looking up the right words.

#### **4. Teaching Speaking**

Teaching speaking is a procedure whereby a teacher assists students in obtaining the learning objective, which is the requirement to enhance their performance in speaking skill. According to Brown (2018), Teaching can be defined as displaying or helping people learn. It can also include providing guidance, allowing the learner to practice new skills, leading and encouraging acquiring knowledge, giving

lessons, directing the study of any subject, providing knowledge, and forcing someone to understand. The process of leading, facilitating, encouraging, and setting up the environment to foster learning is called teaching. It means that an activity or procedure that helps students learn from the environment system is the teaching condition. The environment system is made up of the instructor, the students, the rules and regulations, the resources, the knowledge that is provided, and the goal of the education.

With the current condition of English as a foreign language in Indonesia, everyday usage is limited. For example, in academic contexts, some students are relatively conversant with English and use it for communication on occasion. Individuals in some managerial positions, such as bankers and government officials, use code-mixing and code-switching between Indonesian and English (Erdiana et al., 2019). English is apparent among youths at youth seminars, and it is also used in the workplace by middle-level professionals. For instance, the broadcasting industry

broadcasters and television presenters also frequently use English.

Throughout the last quarter-century, the principle of communicative competence, which is stressed in the Communicative Language Teaching (CLT) method, has been intimately linked to the teaching of English as a foreign language (EFL) speaking in Indonesia (Razi et al., 2021). This method places a premium on student contact during the language learning process, and classroom activities play a critical role in encouraging this connection and improving speaking proficiency. The studies cover a wide range of topics, such as teaching problems, classroom activities, teaching resources, and evaluation, and provide significant insight into the current of EFL speaking instruction in Indonesian settings.

The main problem in teaching speaking in Indonesia is to create an educational system that develops persons who are competent enough to compete on a global scale (Melasari, 2022). The major shift in demand for English in Indonesia is

driving this difficulty. While English proficiency was previously only necessary for academic purposes at the university level, it is now required for successful communication in international forums. As a result, ongoing efforts to improve the quality of English education in Indonesia are required, with a special emphasis on building a curriculum that efficiently qualifies graduates to communicate competently on the worldwide.

Speaking activities give students the chance to express their own interpretations and make use of all of their abilities to do so, which is their most significant component. The teacher can encourage children to talk in a variety of ways by using various techniques. According to Flojo & Pablo (2013), students are provided with many opportunities to enhance their language proficiency using a variety of conversational techniques, such as the following:

a. Communication Game

One way to help students calm down while learning a language is through games, which are

designed to avoid students from becoming overly anxious. The game is a very appropriate teaching technique in children's early learning. Speaking exercises that have their foundation on plays are frequently seen as an effective means of providing students with practice. Verbal approaches like explaining, forecasting, and asking for verbal feedback can all be used in game-based activities.

b. Discussion

Most likely the most popular exercise in oral skills lessons is discussion. Conversations can be held for a variety of purposes and are very applicable when employed as pedagogical tools, such as reaching a consensus, exchanging perspectives on a situation, or working in groups to identify solutions. It's critical that the teacher ascertains the goal of the discussion activity before the class begins. In order to prevent students from wasting time talking about irrelevant topics, the goal of



the discussion is to encourage students to participate more actively in their learning activities.

c. Problem solving

Students are asked to solve problems by forming groups or working in pairs. They discuss their issues, viewpoints, and emotions. In this instance, the instructor serves as a conduit for communication between the participants. The pupils then exchange questions and answers. Students will benefit from practicing speaking out loud and expressing themselves through this communication.

d. Role Playing

Students participate actively in the learning process by acting out real-world circumstances during role-playing in the classroom. Based on the time and resources available, the instructor selects particular events or circumstances. The primary objective is for students to actively participate in the learning process in a relevant way, since this promotes deeper and better

learning. In order to encourage students' participation and involvement in the learning process as well as to give them the courage to voice their ideas, role playing is employed in the classroom.

Using role-playing to encourage real interaction that is applicable to situations outside of the classroom is a terrific idea. Roleplaying will be utilized as a teaching tool in this study to help with the speaking instruction. Because role play is accessible to all and provides a realistic setting, the author has chosen it as a method for enhancing students' speaking abilities.

## **B. Role Play**

### **1. Definition of Role Play**

According to Burns & Richards (2018) role playing method is a way of mastering learning material through the development of students' imagination. The development of imagination and appreciation is carried out by students by playing as living things or as inanimate objects. is an activity to teach children to communicate directly in English and use

simple language, therefore teachers are required to provide fun material to students, especially speaking activities that stimulate children to communicate with fun activities. This activity stimulates students to speak English and make learning come alive.

Flojo & Pablo (2013) argued when students take on a role they 'play' a part (either their own or someone else's) in each situation. 'play' means that the roles are taken in a safe environment where students are as creative and fun as possible. In role playing, students are responsible as actors (people in the story) in certain circumstances. Students play the role of that person. Role playing is basically a method to train students to be more courageous in expressing themselves in front of many people. Train students' speaking skills through the roles they play in a performance, as well as better understand the moral attitudes that students carry when playing the roles they bring.

According to Rahimy & Safarpour (2012), role play is defined as the spontaneous behavior of individuals who react

to other people in hypothetical situations. it also requires the "player" to understand the roles of the other participants. a player is given basic information about who he is, what he is like, and what he wants to do. A player must interact with others who associate this situation with them. Therefore, it can be concluded that role play is a technique in teaching English in which students learn in imaginary situations or roles to develop students' fluency in conveying information or expressing opinions. These situations and roles were created as real-life situations so that students know the function of English in real life so that they are accustomed and dare to speak English.

## **2. Purpose of the Role Play**

Speaking entails interaction in both directions, with the speaker conveying an idea and the person listening interpreting and responding to it in a role-playing switch. Speaking is one of the most basic abilities that may be found

in every setting. Burns & Richards (2018) argued that language learners should practice good communication skills in everyday circumstances in order to improve their speaking abilities. Using roles helps bring a language to life and gives students practice using it as a form of interaction. As a result, the primary goal of role play is to establish situations that require communication. The realistic communication setting provides students with new opportunities to practice utilizing the language they have acquired, and the atmosphere helps them retain the information they have acquired.

Burns & Richards (2018) also mentioned that the purpose of teaching speaking is communication, as is the primary objective of the role play approach. In summary, role play may be implemented to teach speaking and assist students improve their speaking skills. Flojo & Pablo (2013) argued that the goal of role playing at school is for students to appear to be in a specific circumstance in order to obtain a knowledge of a topic by incorporating tales into performances or students can chat in front of the class using

the role-playing method provided to them. the chance to train the growth of consciousness, social sensitivity, and positive attitude, as well as being able to comprehend and respect diverse difficulties experienced in life on a daily basis.

Students are asked to be more motivated and enjoy continual learning while using the role play approach, so that they are not bored and can reach the goals specified by the teacher. According to Rahimy & Safarpour (2012), role play may be applied in any learning situation, including English classes, to improve students' speaking abilities and boost their confidence while studying. Role play as an instructional method aimed at assisting students in finding meaning in the social environment or as a form of engagement. This role-playing technique gives examples of human behavior that students may use to integrate into society. School is similar to the home atmosphere.

### **3. The Advantages and Disadvantages of Role Play**

Role play could benefit learners enhance their speaking abilities in any scenario and help them engage. Burns &



Richards (2018) believed that role play assists by creating a mask through which learners who have difficulties conversing feel released. Hadzik (2019) also stated that role play is enjoyable, and most learners will agree that enjoyment contributes to improved learning. As a result, the influence of role play on speaking skill has been thoroughly researched, and many study findings have shown that role play approach has a major difference on students' speaking competence. As a result, role play method has a close relationship with speaking competence since role play has a large impact on speaking.

According to Flojo & Pablo (2013), there are several key reasons why teachers ought to implement role play approach in teaching speaking. First, role play provides for a broader range of language functions and language varieties than would ordinarily be possible in the classroom. Second, by giving variation, role play might result in repetition of speaking action. Third, role play may add excitement to an activity and assure participation by assigning roles. Last but

not least, role play enables for the investigation of cultural concerns, specifically suitable ways to act in specific situations, such as when provided food or drink. The advantages of role play include useful skills and amusement, while the downsides include the activity being impractical and the feeling of anxiety associated with bad performance.

According to Rahimy & Safarpour (2012), there are numerous solutions that instructors or researchers might employ to avoid the downsides of role play. First, the researcher or instructors need to clarify the method to the students until they are ready to begin the learning activities. The second need is that the teacher/researcher prepare the acting or performance so that it runs smoothly. The third point is that the roles should be designed by the instructor to enhance student engagement and conflict. This opposing viewpoint would be seen as a vital component of the students involved in the educational process. The final need is that the teacher creates a specific circumstance. Do not let the

students depart without providing them with a topic for discussion.

#### **4. Steps in Implementing Role Play**

Whenever implementing an instructional method, the teachers need to understand well the steps. Flojo & Pablo (2013) argued that there are three main steps in implementing role play which are offering situation, providing time, and students' discussion. Offering situation means that the situation should comprise the student's position, essential data for decision making in this capacity, and a job to accomplish using the details provided. This information might be displayed on the screen using PowerPoint or as a paper. It is very advised that the directions be supplied written down so that students understand what they have to achieve and manner.

The second step is providing time. In this step, the students are given enough time (10-20 minutes) to understand the situation and use their knowledge in arranging sentences of what they want to say. Teachers can help

learners accomplish the following phase by putting them in groups and having them participate in cooperative activities like think-pair-share, where they work alone and then discuss their findings with a partner. The final phase involves students having a discussion. The instructor may request that students write their responses to turn in, or this could serve as a great springboard for a longer discussion in the classroom in which students can defend their contrasting conclusions or points of view.

### **C. Inquiry-Based Learning**

The inquiry learning model is a learning model that can improve students' cognitive abilities (Abdurrahman et al., 2019). In addition, learning settings that encourage students to always ask questions and discuss allow students to practice communicating with others so that their social skills also improve. Inquiry-based learning encourages students to explore materials, pose inquires and exchange ideas rather than having a teacher provide everything they are taught. Students arrive at a

solution through imaginative problem-solving and evidence-based reasoning, which they subsequently maintain or provide.

The fundamental principle of inquiry-based learning is that students are engaged in an exercise of self-discovery. Students who are interested in learning are encouraged to ask pertinent questions and use critical thinking to arrive at the right answers. Discovering through inquiry is a legitimate and persuasive substitute for the earlier, more conventional the learning environment approach. Learners need to engage in inquiry firsthand in order to fully comprehend the concept and develop an in-depth knowledge of its features. Guided learning and small-group discussions are used in inquiry-based learning. Teachers encourage learning by posing queries and guiding students through their research. While the implementation may be intricate, specific tasks are transferred from the teacher to the student (Zhai, 2019).

Students discover which methods are effective while discovering what is not effective through questioning and trial and error. They discover a solution that lends support to their

investigation. The remarkable thing is that if teachers let go of the constraints of one answer, one path, students are given the freedom to find their own solution, which could be anything entirely different. Students remain responsible as they must provide support for their explanation, regardless of the solution they choose. Understanding the virtues and drawbacks that might come up during the use of the inquiry learning model in his class will allow the teacher to enhance the success of this instructional strategy (Renandya & Widodo, 2016). Different teachers may find different results regarding the effectiveness of this learning model. By increasingly understanding the advantages and disadvantages of the inquiry learning model, it is hoped that the teacher will be able to anticipate things that are necessary so that the level of effectiveness of implementing this learning model can increase.

For students, when they study with the inquiry learning model, they will know that sources of information can come from anywhere, not only from the teacher (Uno, 2012). And this is very important to make them as people who diligently seek



and use information from various sources, sort it out to take what is relevant to their needs and then process it to make it knowledge for themselves. For teachers who are always unknowingly stuck in traditional patterns (teacher-centered learning, and learning controlled by the teacher), will be able to reduce the possibility. When students determine responses to questions they ask as such during a course of study, they are gaining knowledge and understanding of the material they are studying. As a result, their ability to recall and comprehension of the material have improved. It is also simpler for students to apply what they have learned to novel circumstances when they have an in-depth comprehension of the subject matter. The inquiry-based learning approach enhances students' ability to solve problems in novel and unique contexts that they may come across in their lives. Through inquiry-based learning, students develop the skills and comfort level to tackle novel challenges. In order to resolve the issue, they also possess specialized knowledge.

The inquiry learning model helps teachers simultaneously increase student learning motivation. In this learning model, students are always given the opportunity to learn the information they are interested in or solve problems that they formulate themselves through the questions asked at the beginning of learning (Chen & Tippett, 2022). Naturally students' motivation will be awakened because what information is being learned or the problem being solved are things that attract their attention and thoughts. Students in the inquiry learning model will learn how to organize themselves to learn. This will happen because learning is a necessity for them.

#### **D. Some Related Previous Studies**

There are some researches related to the effect of role play toward students' speaking ability. The results of the study showed that it is more effective than conventional technique and proved as an effective strategy for English language teaching. Akmal (2018) found role play increases students' engagement in English study. The inquiry learning can fully support students' learning initiative and autonomy, enabling better problem-

solving skills through teamwork in the learning process, improve their ability to apply English in general, focus on the sociality of relevant disciplinary knowledge, and experience response emotions in a variety of situations.

Daulay et al. (2023) also agreed that role play gives positive effect toward student's speaking ability which means that using role-play in teaching speaking is effective. Role play has improved learning for pre-service primary school teachers' ability to speak in the classroom. The findings of the analysis of the pretest and post-test provide evidence of this. Role play is suggested as a learning alternative to enhance the speaking abilities of instructional materials for students in this study. It makes the speaking and learning activity more enjoyable and exciting because it helps some students by providing a role that makes them more liberated in the conversation.

Hadzik (2019) stated that using role play on students' speaking fluency was effective to improve the students' speaking fluency. The reason why role play is well applied that role play provides many social contexts with various social roles. Being

the personality of others in practicing this method means opposing all things that exist in others such as values, reactions, feelings, and attitudes. Additionally, since this activity is using better or fewer body movements, role play makes students feel more comfortable and does not become stressed in learning to speak. Thus, role play plays a significant role in developing students' speaking fluently.

Another study is conducted by Hidayati (2015) who investigate the impact of role play to improve speaking ability found that role-playing activity can improve students' speaking ability. The students seemed braver and more confident in speaking. It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking.

According to the finding, the experimental group's total scores in school preparation and concept acquisition were statistically significantly higher than the control groups. It is concluded that role play is an effective teaching strategy in teaching speaking.

Based on the findings of these previous studies, it can be concluded that role play has apparent benefits and may considerably increase students' overall ability and professional quality, thus it should be considered for instructional strategy. There is a gap in teaching learning process at SMP Negeri 15 which lacks effective instructional strategy in teaching learning. The previous studies suggested that the teachers should consider implementing teaching strategy such as role play in their teaching, that is the reason why the researcher decides to conduct research about the effectiveness role play toward students' speaking ability.

As far as the researcher know there are some previous studies related to role play in English Language Teaching which are mentioned above. However, there are some differences and similarities between the previous studies and the current study.

The strategy of learning process utilized to perform the study, the research technique, and the research subject are all examples of similarities between the previous and current research. This research integrated inquiry-based role-play which is the

combination of inquiry learning and role play. In the meanwhile, the differences may be noticed in the study aims and the research subject. Therefore, this research is necessary and deserves to be carried out.

