

CHAPTER II

REVIEW OF RELATED TO LITERATURE

In this chapter, the researcher provides some theories that will support the researcher's idea.

2.1. Speaking

2.1.1. The Definition of Speaking

Speaking is a basic skill that students should know when learning English. Speaking has an important role rather than other skills due to its significance and its use for communication. According to Brown (2003 : 140) speaking is a productive skill that can be directly and empirically observed, those observations are externally colored by the accuracy and effectiveness of a text-taker's listening skill. This statement means that speaking is students will be able to speak well if they have a very good concentration in listening or processing what they will say. So that, speaking is a skill that requires practice to improve a better speaking ability.

2.1.2. The Elements of Speaking

The elements of speaking are important things to know before students start learning speaking. Those elements are Grammar, Vocabulary, Pronunciation, and Fluency. Grammar required students to compose the correct sentences in the conversation. Grammar or wording is something that students should know, good grammar will make our partner more easily to understand the meaning of what we say. Second elements is Vocabulary. Before learning to speak students should have as many vocabulary as possible to make it easier for student to speak and to avoid repetition of words. After that students should have good pronunciation. Pronunciation is important for students to produce clear language when speaking. In English there are lot of words are almost have the same in pronunciation like "shoulder" and "soldier". If student do not have good pronunciation the others will be wrong in understanding our words. The last is fluency. Fluency in

speaking is a major goal in language learning. Every people want to fluent in speaking English that is why people try to always speak using English in they daily life. According to Harmer (2001:269) to make speaking more fluently presupposes not only a knowledge of language features, but also the ability of the process in information and language ‘ on the spot’.

2.1.3. Kind of speaking

There are many kinds of speaking activities that teacher should teach to the students. Those activities are :

a. Oral Interview.

Oral interview can be conducted with individual or pair in all level. in this type are conducted with talks face-to-face in interview between teacher and student. Oral interview is not only use in interview but also can be done to provide direction and give a opinion. For individual interview student should prepare a list of questions that will they ask to the audience. According to Underhill (1987) in Harris and McCann (1994:78) that there are some important point that students should used to perform in oral interview that are use courtesy formulas, ask simple information question, describe a series of event in the past, and Produce a smooth stream of speech. Asking a simple question is the important thing that should students attention for.

b. Radio Broadcast

In this type, students not only learn how to speaking but also students can learn how to be a good listener. Radio broadcast is one of many type of spoken, this way can also motivated the students to learn how to speak fluently because this activity is related to the students daily life. There are many activities that can students do in radio broadcaster not only listen the music but also students can do the report news recorder.

c. Video Clip

In this era almost all of the students know how to make a video. It can help students to improve their speaking ability. They can record their daily life and upload that in their social media. It will make them more spirit to improving their speaking ability.

d. Story/Text Retelling

Story/text retelling is an activity where the students have to retell what they have listen or what they have read from book to others.

e. Role-Play

Role-play is a fun method for student where they will play a role in the learning process. Role-play can applied individually or groups. In this method students will more speak in public with situation that teacher already give to them. Harris and McCann (1994:85) stated that role-play will invite students to speaks trough the identity of another in plots and interesting situation.

f. Debate

Debate is an argumentative activity between individual or in groups. Debate is used to an issues. Every person will give their argument, give a reason to other to make sure that our rival who listen our statement will satisfied and take side with it.

2.2. Teaching Speaking

English is something that student really difficult to understand. It's make student feel bored when should teach English in the school. Harmer (1998:88) stated that good speaking activities can and should be highly motivated. We as teacher should make student more have interest for study about English especially in speaking.

In teaching speaking there are many basic types that students should know and master. According to Thornbury (2005:9) speaking consists of at least three stages that are :

a. Conceptualization

One of the things that should students do before they have a conversation is to make a concept about what they are going to talk about. It can help the students to better regulate the language order to be used.

b. Formulation

When students are speaking, teacher will want to involve them in the process. One thing that should students do is make the mapped out or formulated. This will make it easier for students in the selection of discourse, syntax, and vocabulary.

c. Articulation

Articulation implicate the use of organs of speech to produce sounds.

2.3. Role-Play

Role-play is a method that teacher can use to teach students. Role-play is a game where students can become someone spontaneously. In this method students are asked to become whatever profession that students give to them. According to Brown (2003:174) Role play is a popular pedagogical activity in communicative language-teaching classes. Meanwhile according to Harmer (1998:94) Role-Play is activities those where students are asked to imagine that they are in different situation and act accordingly. Role play are just one of many types of assessment that we can use to make students more eager to attend English lessons. Students can be more creative in terms of speaking with this method. Brown (2003:174) stated that Within constraints set fourth by the guidelines, it free students to be some what creative in their linguistic output.

The teacher should focus on a particular theme to apply this method. This will not make students confused to play their role. In this method teacher can apply it in two ways that are by scenario or spontaneously.

2.3.1 Advantage of Role Play

Role play is one method that can be used to improve students' speaking ability. role play usually use to explore students ide and present it in front of the

class. Brown (2003:174) state that role play is one methode that can make students more creative and take some rehealsal time so that students can map out what tthey want they are going to say.

2.3.2 Disadvantage of Role Play

There are some disadvantages that we can find in role play methode. Students sometimes feel embrassed to show themselves in front of the class. Using this method also requires a lot of time so that all students can advance and show their creativity in the class.

2.4. News Caster

News caster is someone who broadcast as well as a role as a journalist or reporter. News caster usually search their own news materials and broadcast them directly to the audience. Newscaster not only read the content of the news but also they write the news that they will read to the audience.

2.5. Teaching Speaking using Role-Play “NewsCaster”

To know student’s speaking ability in the classroom, the teacher should apply pre-speaking, speaking and post-speaking.

a. Pre-speaking activity (pre-test)

Before researcher give treatment to sudents, researcher will give some pre-test. Creswell (2002:197) a pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. In this activity the teacher will explain about recount text after that the student will give the students a question and answer section that related to the material that was explain before. After guide the students about the material, the teacher will give an instruction to the students what will they do for the next meeting.

b. Speaking activity (treatment)

In this way, teacher will give students pretest, treatment(experiment), and post test in verbal form. Teacher will give some theme to the students about viral news that was happen in Indonesia, with that theme students should make a short dialog with their tablemate. To know the fluency of students speaking ability teacher will ask them to present their dialogue in front of the class.

c. Post-speaking (post-test)

In the last way reesearcher will give pots-test to know students improving in speaking ability. According to Creswell (2002:297) a post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. In this step, the teacher will check and give the score for every students that was present their dialog in front of the class using the valid speaking rubric scoring. Thing that should teacher check are grammar, vocabulary, comprehension, fluency, and pronunciation.

2.6. Review of Previous Studies

In this section, the researcher shows three previous studies to avoid any plagiarism. First research is by *Ulviana* from Yogyakarta State University with her tittle analysis is *Improving the Speaking Ability trough Communication Games at First Grade of MTS.Manaratul Islam Cilandak* . This research explains how to teach speaking skill using communication games. She used games to teach students speaking ability. In this jurnal the researcher use class room action research to colleted the data. The researcher used qualitative and quantitative method for the data validity. The result of this study found that the use of the communication games was proved to be effective to improve the students' speaking skill. In addition the writer use tenth grade as the sample and although this previous study is line with this research namely speaking skill but the media and technique collected data in that previous use are different with this research.

The second previous study is from *Siti Nurbaya, Urai Salam, and Zainal Arifin* from Tanjungpura University with the title *Improving Students' Speaking Ability through Role-Play*. In this article researcher wants to improve students ability in speaking of expression of happiness by applying role play technique. Researcher said that the use of role-play technique is effective to improve students' speaking ability. The method of this research is classroom action research. Though this study line in same theme that is improving students speaking ability through role-play but there is a difference with this research that is the method. In this journal researcher use classroom action research meanwhile in this research the researcher use experimental research.

The third previous study is written by Ratih Inayah from STKIP Siliwangi Bandung with the title *Improving Students' Speaking Skill through Storytelling Technique*. The problem in that journal is how teacher be a centered in the classroom and the students be a passive and also there is a monotonous teaching technique that used by teacher. Researcher said that are so many technique that teacher can used to improve students' ability in learning English. Based on the problem above the researcher used storytelling as media to improve students speaking ability. The researcher used experimental research that supported with mix method that is qualitative and quantitative method using SPSS. The conclusion of the research, researcher stated that storytelling technique works effectively in improving students' speaking skill. The result of the research proved that the students who were taught by using storytelling have better performances in speaking skill than those who were taught by conventional technique. In this last previous study she taught improving student speaking ability using story telling where that is different method with this research.

Based on three articles above the researcher conclude that English is bored subject that can be a problem in teaching speaking activities where students' have not confident to applied English when do orally interaction with other people because they still have limited vocabulary and poor pronunciation that make them less confident.. According to three articles above we know that

media is important things that we need as teacher to improve students' speaking ability.