CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Nature of Speaking Ability

Speaking is one of the skills that has to be mastered by students in learning English. Some experts have various definitions about speaking. Louma (2009), Chaney (1998), and Thornbury (2005) in Dito (2014) stated speaking is a process using voice to speech meaningfully when the process of involves building, sharing meaning, expressing ideas through the use of verbal and non-verbal symbols, in a variety of contexts. In line with those statements Eckard & Kearny (1981), Florez (1999) and Howarth (2001) in Zaher (2006) speaking involves two way process which consist of true communication of ideas, information or feelings.

In accordance with Nunan (1989) in Bustari (2017) who indicated ten components which build in successful communication. They are the ability to articulate phonological features of the comprehensibly, mastery of stress, rhythm, intonation pattern, an acceptable degree of fluency, transactional and interpersonal skills, skills in taking short and long speaking terms, skills in management of interaction, skills in negotiating meaning, conversational listening skills (successful conversation acquire good listener as well as good speakers), skills in knowing about and
negotiating purpose of conversation, using appropriate conversational formulae and fillers. Those are important components that should be mastered by a communicator to make successful communication.

Based on the experts above, the students can use a language for communicating. The students can share their opinion with others. Furthermore, they can communicate both verbal and non-verbal communication for making their image in the social relationship. Therefore, the students should be mastered some components to make successful communication.

2.1.2 The Aspects of Speaking

Speaking means to interact with others. It is an activity involving two or more people in which are hearers and speakers have to react what they speak (Johnson and Morrow, 1981:70). From the definition above, speaking does not mean an easy activity to do. According to Brown (2001:270-271), there are eight factors that make speaking difficult. The factors are clustering, redundancy, reduced forms, performances variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and the last one is interaction. The factors above are described as follows.

The first is clustering. The characteristics of clustering refer to fluent in speech. It makes speaking difficult, because a fluent speech is a phrasal not word by word. The second is redundancy. Redundancy tells
about the opportunity of the speaker to provide the clearer meaning. The third is reduced forms. Students should learn the reduced forms in order to make their speaking better. Afterwards, when the students do not learn about colloquial construction, it will be make a poor quality of speaking. The colloquial construction means that the students reasonably well acquainted with their daily conversations’ words.

The next factor is performance variables. Students can show their performance of hesitations, pauses, backtracking and correction, such as the use of “fillers” like uh, hm, a, and, okay, as we know, etc. The teacher should give the students “time” to pause and then continue their performance.

The other factors are stress, rhythm and intonation. English has its own stress, rhythm, and intonation which belong to the pronunciation aspect which differs from other languages. Those are important in English because different stress, rhythm and intonation convey different meaning and are thus important to give the message clearly. Finally, the last factor is interaction which needs the creativity of conversational negotiation.

In this regard, Brown (2004:142) divides sixteen skills of speaking. The skills are divided into two kinds of categories, micro skills and macro skills. They are mentioned as follows:
1. Micro skills:

   a. Produce differences among English phonemes and allophonic variants.
   b. Produce chunks of language of different lengths.
   c. Produce English stress patterns, words in stressed and unstressed position, rhythmic structure and intonation contours.
   d. Produce reduced forms of words and phrases.
   e. Use an adequate number of lexical words.
   f. Produce fluent speech at different rates of delivery.
   g. Monitor one’s own oral production and use various communication strategic like pauses, fillers, self-correction, backtracking – to enhance the clarity of the message.
   h. Use appropriate speech acts (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules and reduced forms.
   i. Produce speech in natural combination – in appropriate phrases, pause groups, breath groups and sentences.
   j. Express a particular meaning in different grammatical forms.
   k. Use cohesive devices in spoken discourse.

2. The Macro skills:

   a. Use the functional expressions appropriately according to situations, participants and goals.
b. Use appropriate words choice based on the situation and the participants in face-to-face conversations.

c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplifications.

d. Use facial feature, kinesics, body language and other nonverbal cues along with verbal language.

e. Develop and use speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well you interlocutor is understanding you.

In addition, Spratt, Pulverness and Spare (2005:34) state that when people are speaking, they usually use a different aspect of speaking. There are two main aspects of speaking, fluency and accuracy. Fluency means being able to communicate with a language easily and well. In addition, accuracy in speaking is the ability to produce correct sentences using correct grammar, vocabulary and pronunciation.

The macro and micro skills above show that the students need to learn the forms of language as well as the functions of language. In the teaching of speaking, they are introduced to the pieces of language to see the whole part of it. It is expected that showing the macro and micro
skills of speaking to them could help them convey and negotiate meanings of language.

2.1.3 Teaching Speaking

A. The Roles of the Teachers and the Students in the EFL of Speaking

Teachers and students are playing actors during teaching learning activities in the classroom. They have their own role in the teaching learning process. According to Harmer (2001:347-348), there are three important roles of teacher to make the students speak fluently. The described as follows. First of all is as a prompter. In this case the teacher cannot help the students when they lost their idea. Sometimes students are silent during their conversation. Without disrupting them, it will stop the sense of frustration for some students when they lose their language or ideas. The second role of teacher is as a participant. In this case the teacher can be participant among the students. The teacher can join one or two groups as an ordinary participant during the teaching learning process. Even if, the teacher can join the activity, the teacher cannot interrupt the activity too much.

The last is feedback provider. The teacher can give feedback to students, when they have completed their activity. The teacher will tell and respond to the students concerning to the content of the activity as well as the language used. The students’ roles are as
communicators to be actively engaged in negotiating meaning. This is done to make them understand and also the others even when their knowledge of the target language is complete. Since the teacher’s role is less dominant, students are seen as more responsible managers of their own learning. Based on the teacher’s and students’ role in the teaching learning activity, the writer concludes that the roles should motivate the students to speak independently without disrupting from the teacher and also the teacher give them feedback without over-corrected the students’ mistakes unless it de-motivate them to speak during the activity. It is believed that the students’ speaking skill will improve after the teacher and the students obey their own roles.

B. Principles of Teaching Speaking

In the speaking activities, it is very important for the teacher to acquire the ability to teach appropriately. According to Shumin in Richards and Renandya (2002:208), speaking is one of the central elements of communication. In EFL teaching, speaking is an aspect that requires special attention and instruction. In order to provide effective instruction, it is necessary for EFL teachers to carefully examine the factors, conditions, and components that underlie speaking effectiveness. In addition, interaction in teaching speaking is also key improve EFL learners’ speaking ability.
In addition, Nunan (2003) in Samad, I.A (2017) stated that there are some principles of teaching speaking that should be mastered by the teacher of language. Those principles are as follows.

1. The teachers should aware of the differences between second language and foreign language learning contexts.

   The difference context between second language and foreign language is very crucial. In the foreign language context is very challenging, because the students only have few opportunity to speak in their environments. Most of the people around them use their mother tongue rather than the foreign language. Meanwhile, in the second language context, English is used to communicate in the society like English in UK and Singapore.

2. The teachers should give students practice with both fluency and accuracy.

   Fluency and accuracy are important in speaking skills. Teachers need to develop their students' fluency and accuracy by giving a lot of practice of speaking.

3. The teachers should provide opportunities for students to talk by using group work or pair work and limiting teacher talk.

   Teacher should be limitation her/his talk in the class, in order to give the students opportunity to speak during teaching-
learning process in the class. Teacher can make a group work or a pair work for the students to speak effectively.

4. The teacher should plan speaking tasks that involves negotiation for meaning.

   Speaking tasks mean activities to communicate appropriately and effectively with others in the target language. The negotiation for meaning happens when the students try to understand what others said by asking clarification, confirmation or explanation.

5. The teacher should design classroom activities that guided and practiced in both transactional and interpersonal function.

   There are two purposes in the speaking function. They are transactional and interpersonal functions. The purpose of a transactional function is to deliver certain information and to facilitate the exchange of goods or services. The example of the transactional function is handling a traveler in travel agency. Additionally, the purpose of an interpersonal function is to establish and to maintain social relation.

   In line with the texts above, Brown (2001:275) states that there are some principles for designing techniques in teaching speaking. He said that the speaking techniques should use techniques that covers learners need, carried out the accuracy, fluency and meaning.
It means that the tasks should include techniques, but do not bore the students. Then, the techniques should provide intrinsically motivations. After that, the techniques should encourage the use of authentic language in meaningful contexts. Next, the technique should provide appropriate feedback and correction. Also, the technique should take advantage of the natural link between speaking and listening. After that, the technique should give learners opportunity to initiate oral communication. Then, the last, the techniques should encourage the development of speaking strategies.

In addition, Harmer (2001:87) in Samad, I.A (2017) argues that there are three basic reasons to give students speaking tasks which encourage them to see all and any language at their control. The first is the activities give the students a chance to discuss and rehearse the material outside the classroom. It is way for students to get a feel of what communicating in the foreign language really is like. The second is the activities of giving feedback to the learners. Then, the good speaking activities can and should be highly motivating for the students. Those reasons can encourage the students’ language need if the teachers do all the components well.

In conclusion, there are some principles in teaching speaking that should be mastered in order to be a good English teacher. By keeping the principles in teaching speaking, the problems that usually happen
in the teaching-learning process of speaking can be minimized and the students can learn English maximally in the class.

C. Criteria for Speaking Tasks

Task design begins with the assessment of the students’ need. The purposes of the test and the practical circumstances in which it will be arranged the general guidelines, the most important factor in the task designed is the score users need to know about the exam of speaking skills, Louma (2009:29). Furthermore, Thornburry (2005:90) states that there are some criteria that needed to make good speaking tasks. First of all is productivity. It means that speaking tasks should give a big opportunity to the students to speak in the target language. The teachers should make a good task to invite the students join to speak activity. It indicates that many students join speak-up in the speaking activity.

The second is purposeful. In this case, the tasks from the teacher should have purposes in the speaking activity. The Productivity of the tasks can be increased if there are some purposes that the teachers want to achieve. The example of the tasks should be meaningful, that is group discussion activity and it can be maximally the participation all of the members in the class.

The third is interactivity. It means that the tasks should build interaction among the students in the speaking activity. It is the basic goal of speaking activity. The goal of speaking activity is to
communicate or to interact with others. So, good speaking tasks can make interaction among the students in the speaking activity.

The fourth is challenge. The speaking tasks should be challenging for the students. It is in order to force the students’ creativities, ideas, knowledge and also abilities. These will help them to increase their speaking skill and to achieve the goal of teaching-learning process.

The next is safety. The tasks of the students should be safety – while it should be challenging. They should feel safe and confident when doing the tasks, in order to achieve the goal of teaching-learning process. The classroom atmosphere and the teacher attitude very determined in this case.

The last is authenticity. The speaking tasks should be implemented in the real life communication. It in order to make students can achieve easily the goal of the communication. The students’ experience in the real life communication can help them to make great communication, because it is the best effect in choosing and analyzing the best answer of the tasks.

From those explanations above, the writer concludes that task is a tool to measure and evaluate the students’ understanding and ability. The task designed should be suitable with the objective in the school’s curriculum. In the speaking learning activity, there are many kinds of task can be designed by the teacher to increase the students’
speaking skill. The teacher should concern with the components of the task to obtain the purpose of why the students have to do the tasks. So, the goals of the teaching and learning activity can be achieved by the students.

D. Classroom Speaking Activities

In the teaching and learning process, the teacher should be innovative to make the interesting materials, practicing various techniques of teaching and also using interesting media. These are suitable for the students in order to help them to speak in the language. Harmer (2001: 348) delineates that there are many classroom speaking activities that can be used in teaching speaking. The activities are described as follows. The first of all is acting from the script. In this activity, the teacher asks the students to act out scenes from plays, their dialogues are made by themselves. The students are asked to act out in front of the class. The teacher should give students time to prepare their dialogues. The second is communication games. There are many communication games. The purpose is to get student speak-up in the teaching-learning process, which is speak as quickly and fluently as possible. Two particular categories are information-gap games and television and radio games where the student has to be a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (described and arrange) or find similarities and differences between pictures.
The next activity is discussion. Discussion can be performed in the form of highly formal, whole group stage events and informal small-group interactions. One of the reasons that discussions may be failed is that students are unwilling to give an opinion in front of the whole class, particularly if they do not have any idea to say. The examples of the activities are buzz group, instant comment, formal debates, unplanned discussion and reaching a consensus. After that is prepared talks. In this activity, students should make a presentation on a topic of his or her choice. Such talks are not designed for informal spontaneous conversation but more writing-like because they are prepared. Prepared talk represents definable and useful speaking activity. When students are doing this activity the teacher should give to others, who do not perform prepared talk, task to give attention as they listen. Then they can give feedback to performers.

Harmer (2001:348) also states that questionnaires are useful activities. By being pre planed, the questionnaires ensure that both questionnaire and respondent have something to say to each other. Questionnaires may well encourage the natural use of certain repetitive language pattern and then be situated in the middle of the communication continuum. The results obtained from questionnaires actually can form the basis for written work, discussions, or prepared talks. Another activity is simulation and role-play. The students can reach the benefits of using simulation and role-play. Those kinds of
activities can be used to encourage the students’ speaking skill or to train students for specific situations. Those are real life activities, as they do so in the real world. Teachers may also use them to assess students’ speaking performance.

The statements above are supported by Kayi (2006). Kayi argues that there are many activities to promote speaking. There are thirteen activities to promote speaking. Those are discussion, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and then find the differences.

From the explanations of kinds of classroom speaking activities, the writer concludes that many kinds of classroom speaking activities can be conducted in teaching learning activity of speaking. The activities are made by the teacher, in order to make the students join the speaking activities. Also, the students can improve their speaking skill easily.

E. Problems in Teaching Speaking

There are many problems in teaching speaking. In line with the statement, Rivers (1981:88) argues that teaching speaking is more demanding on the teacher than the teaching of any other language skills. The problem may come from learning the language itself, and also from the technical problems in teaching speaking. Based on the
texts above, the teacher should be aware of the elements of speaking that make it difficult.

In line with the argument, according to Thornbury (2005:28), there are some problems in speaking English as second language/foreign language. The first is L2 speakers’ knowledge. When students speak English, students should have more input vocabulary and grammar. It is in order to increase the students’ speaking ability. Many students inhibit in speaking English, students cannot speak fluently when they do not have any input (vocabulary and grammar). The students prefer using the same vocabulary or keep silent when the teacher asked them to speak English.

The second is the process of arranging grammar. In this case, the students complain when the students cannot speak English naturally. The reason is the students often translate their mother tongue into their L2.

The last is lack of opportunities for practice. It is the factor that students cannot speak fluently. Here, practice is not only deals with the vocabulary and grammar, but practice in an interactive speaking itself. The effects of this problem are lack of confident and anxious of the students.

However, the teacher may find more problems in teaching speaking which relates to the functional problems. The problems in learning speaking that faced by the students are different from one
and others. It may come because of the age, self-esteem, anxiety, attitude motivation, opportunities, and so on. Those factors will affect the students’ background knowledge of speaking skills. The teacher should analyze the factor that faced by their students and solved it by using the appropriate speaking classroom activities.

F. Assessing Speaking

Assessment is an important aspect in language learning. Assessment is an ongoing process that encompasses a much wider domain, in which whenever a student responds to a question or offers a comment, the teacher can make an assessment of students’ performance (Brown, 2004:4). Assessment can be used to see whether the students have achieved the goals of learning. In addition, Louma (2009:5) asserts that assessing speaking is a process with many stages in a cycle. In addition, Brown (2004: 144) argues that the assess speaking is the designs of assessment tasks. It includes how to design various speaking performance, such as, imitative, intensive, responsive, interactive and extensive speaking. The described as follows.

Imitative is type of speaking performance demands learners simply to imitate words, phrases, or even sentences. Commonly, it is called as pronunciation. The assessment can be in the form of repetition task. Test takers repeat the stimulus, whether it is a pair words, a sentence or perhaps a question to test for intonation
prediction. Then, the assessment of intensive speaking performance includes the production of short activities of oral language design to demonstrate competence in a narrowband of grammatical phrasal, lexical or grammatical relationship (such as intonation, stress, rhythm, and juncture). Examples of intensive assessment tasks are directed response tasks (test administrator elicits a particular grammatical form and test takers are expected to produce the correct grammatical output), reading aloud such as reading dialogue with partner in turn, sentence and dialogue completion, limited picture-cued tasks including simple sequences, etc.

After that, Responsive assessment tasks include brief interactions, it is different from intensive asks. It is kind of very short conversation, standard greeting and small talk, simple request and comments, the assessment can be in the forms of questions and answers, giving instructions and directions, and paraphrasing. Afterwards is interactive speaking performance. The difference between interactive and responsive speaking performance is the length and complexity of the interactive, which sometimes includes multiple exchanges or participants. Interactive speaking is divided into transactional dialogue which aims at exchanging information and interpersonal dialogue which aimed at maintaining social relationships. The assessment can be done through interviews, role plays, discussions, conversations and games. The last is extensive
speaking tasks. It involve complex relatively lengthy stretches of discourse usually in the form of various monologues which minimal verbal interaction. The assessment can be done through speeches, oral presentations and story-telling.

Based on the explanation above, before assessing speaking, the teacher needs prepare students with sufficient pronunciation, vocabulary, and language functions to be used in communication. According to Brown (2004: 142-143), there are sixteen components that is used to make up criteria for assessment students’ speaking skills. In line with Brown, the assessment used is based on its type of speaking performance itself as mentioned in the Appendix E. Through those conditions, it is expected that students can speak fluently and accurately and students’ achievements in speaking can be assessed optimally as well.

2.1.4 Role Play Method

a. Definitions of Role Play Activities

Role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. In this case, Ladousse (1995:5) argues that when students assume a “Role”, they play a part (either their own or somebody else) in specific situation. “Play” means that is taken on in a safe environment in which students are joyful and playful as possible.
According to Brown (2004:174), “role play is a popular pedagogical activity in communicative language-teaching classes”. It makes the students free to be someone based on their creativity linguistic input. In line with Brown, Nunan (2003:57) also states that role play activities are important in the teaching of speaking because they give the students an opportunity to practice communicating in the different social contexts and target language. It is also supported by Thornbury (2005:96) he states “That speaking activities involving role play activities, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use”.

Situations that learners are likely to encounter when using English in real world situation can be stimulated and a greater range of registers can be practiced than are normally available in classroom talk. Based on the observation, role play activities would be appropriate with the speaking learning activity in the Travel Tourism class. In which students can make communication creatively and meaningfully. That stimulates a conversation based on the situation that might find in the daily activities and give them an opportunity to practice and develop their speaking skills.

Role play is similar with simulation, that both of them are playing real situation to make real conversation. They have a little differentiation (Ladousse (1987) in Thompkins (1998:1)). Simulation
is more complex than role play activities. Simulation is a broader concept than role play. It is complex lengthy and relatively inflexible events. Role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. And role play also included in simulation as well.

Role play activities, in the other hand, are simple and also flexible activities which are giving much more scope to develop the speaking skills of the students at Travel Tourism Program. They can develop their imagination, individual variation and initiative. Many scenarios and role can be played by the students in the speaking activities to improve their speaking ability in imaginary situations. For example, they can play their own role in the scenarios to be a tour guide, checking in the airport, and so on are all possible role play with suitable scenarios with students in the Travel Tourism Program. From the explanations above, the writer argues that role play is appropriate activities to improve the students speaking skills at Travel Tourism Program, which will involve fantasy or imagination to be someone else or to be ourselves in a specific situation. It aims at the students to encourage thinking and creativity, let the students develop and practice their speaking skill in the target language, which is English language.
b. Types of Role Play Activities

Through role play, the teacher can encourage their students to experiment and innovate with the language, based on their imagination and creativity. It makes the joyful atmosphere to them for speaking without fear of embarrassment when they make mistake. This will improve their self-esteem to speak English.

According to Ladousse (1989:13), there are several types of role play activities. The first is a role play activity which is in the real situation need of the students’ lives. For example: It involves such roles as students and teacher practice in the class. The second is a role play activity which is in some various situations that happen in the daily life but the students may or may not have direct experience. For example: Student which gives information to tourist about the direction of place. Then, the type of a role play activity that the students never experienced themselves before, but it is easy to play because the teacher give many indirect examples to give additional information about it. For example: a manager of a tourism agent who gives explanation to tourists. The last is a role play activity that is fantasy role play activity. Those are fictitious, imaginary and possible even absurd. For example: an astronaut in the moon.

c. The Kinds of Role Play Forms

In addition, role play has two kinds of forms (Byrne, 1986:115). Those are scripted and unscripted forms of role play. For the details
described as follows. **Scripted role play** is type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way (Byrne, 1986:122). In line with Byrne, Harmer (2001:271) states that the students perform a role based on the dialogue in the script.

An example of scripted role plays dialogue and how the process is:

It is a conversation between a travel agent and a tourist in the travel agency. The tourist asks information about a trip vacation. (Adaptation from “Get Along English” for Vocational School Grade XI, Elementary Level).

**Tourist** : Hello. Is this Kharisma Tour and Travel Agent?

**Agent** : That’s right. Can I help you?

**Tourist** : Well, I would like to order two tickets for tour to Bromo for this month. Could I order the tickets?

**Agent** : Okay, I will process your order. I will inform you later.

Can you give your personal email?

**Tourist** : Well, my email is Sandra_bee@gmail.com.

**Agent** : Excuse me, what’s your name?

**Tourist** : I am Sandra Lock.

**Agent** : Okay, thank you. I will call you later.
**Unscripted role play** different with scripted role play. It is opposite with another. In the unscripted role play, the students are not depending on the script. The students have to decide what language to use and how the conversation should be developed by them in order to do this activity, a good preparation from the teacher and the students if really necessary. Below is an example of procedure in the unscripted role play as follows.

Student A be a tourist: She/he asks the direction the gate of Prambanan temple.

Student B be a tour guide: She/ he gives the direction by showing the map.

To bring out this idea, the teacher should discuss to the class and divides the class into group-work (in pairs or in groups). The teacher gives some situation and she/he give a role to each of the students. Then the students play the role based on their section.

From the explanation above, the teacher can select one of the forms of role play. She/ he can use one of them, scripted or unscripted forms which are appropriate with students’ requirement. Scripted role play usually used by the students in the beginner levels, because it is more easily than the one. As well as, unscripted forms used by the upper level students, because this one is more complex and difficult in the applying it.
d. The Implementation of Role Play in teaching Speaking

Huang (2008) applies six major steps in the procedure for the role play activities in her classes. Those are deciding on the teaching materials, selecting situations and create dialogs, teaching the dialogs for role plays, having students practice the role plays, having students modify the situations and dialogs, evaluating and checking students' comprehension. In addition, Manorom and Pollock (2006) also suggested the following steps for implementing a role play. The described as follows. Briefing stage, in this case, the students get more information about the role-play clearly. They understand about the roles are, and also they can establish relationship boundaries among the students. The next is interaction stage. It is a chance for students to assume their roles and develop relationship with other students. It should reflect the real life situation that the role-play is simulating and may require detailed instructions for the action of different stake-holder.

After that is forum stage. In this case, it sees participants who engage in direct interaction involving all the students. The aim is for negotiating to take place with the purpose of reaching resolution. Then, the last step is debriefing stage. It is the most important element in role play. The students come out the roles fully for the debrief session so that they might reflect on their role and others objectively.
The Advantages Using Role Play

It has been mentioned before that role play activities to promote speaking. Through role play activities the students learn how to express ideas, opinions, or feelings to others by using or sound of articulation. Role play activities can improve the learners speaking skill in any situation and help the learners to interact. According to Nunan (2003:57), role play activities are also excellent activity for speaking in the relatively safe environment of the classroom. In role play activities, the students are given particular roles in the target language before they do in real environment. Several reasons for using role play activities in teaching speaking quoted from Ladousse (1995: 6) as follows. Ladousse asserts that there are many situations can be brought into the classroom and the teachers can train students to speak in any situations through role lay activities based on the students’ experience. Then, role play activities can develop the students’ competence in languages and communication in social relationships. But the role play activities should appropriate with the students’ language teaching syllabuses. The next is role play activities can increase the students’ confidence. The last is role play activities are fun activities. From the explanations above, role play have many reasons to be used in the speaking teaching learning activity.
In addition, Van Ments (1983) in Graves (2008:7) identifies three general advantages to role-playing activities: they are positive and safe in dealing with attitudes and feelings, they provide a safe venue for expressing personal and sometimes unpopular attitudes and opinions, and role play is highly motivating as the majority of students enjoy these types of activities and become more inspired learners.

In conclusion, role play is an important activity in the communicative approach because role play activities give the students a lot of opportunity to communicate in different social contexts which can develop the students’ fluency in the target language, promotes the students to interact with others in the classroom, and increase motivation and makes the teaching-learning process more enjoyable. A role play is a flexible learning activity which has a wide scope for variation and imagination.

2.2 Relevance Studies

Based on the theoretical review, the researcher will use role play to improve the students’ speaking skills. Role play has been proven to improve students speaking skill in the context of English teaching and learning. Several studies about using role play in teaching speaking have been conducted by some researchers.
In this relation, Graves (2008) found there is no doubt that role play will help students to improve their speaking skills. Since role play focuses on communication rather than language itself, they are real communicative activities. In addition, role play helps learners to learn how to communicate, not learn the “language”, through authentic experiences. Furthermore, role play is an effective teaching method and should be used to help actively engage students in their learning.

At last, role play is unique and should be a vital part of any social studies curriculum. Meanwhile, Kayi (2006) concluded that teaching speaking is very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the students in class and success later outside the class. Therefore, it is essentially for teachers for pay attention to the teaching learning process of speaking rather than leading in memorization. In line with this aim, role play can contribute a great deal to students in developing their speaking skill necessary in their daily life, furthermore, for their future job.

In addition, Huang (2008) identified that role play is really worthwhile learning experience for both students and teachers. Students learn to use the language in a more realistic, more practical way. Thus they can become more aware of the usefulness and practicality of English. Role play is indeed a useful teaching technique which should be experimented and applied by ESL/EFL teachers more often in the ESL/EFL classrooms.
Based on the result of the previous studies, it is concluded that role play can improve students’ speaking skill. Therefore, this is worth to be conducted and expected to give some positive contributions for both English teacher and the students.

2.3 Conceptual framework

In the teaching learning a language, speaking skill is not easy skill which can be mastered. The difficulties may become from the students, the teacher, the material or the class activity. Since it is one of the important skills that should be acquired by students, thus students have to be given some opportunities to improve their skills to speak in English. Generally, based on the observation class of second year students of SMP Negeri 1 Perhentian Raja, the teacher gives little opportunity to the students to express their idea. The materials learnt by the students are not appropriate too. It is not suitable with the basic competence topic of eighth grade, because the teacher often teach grammar. However, the students at second year students of SMP Negeri 1 Perhentian Raja have to mastered speaking skills to face the real job in the future, after their graduated from vocational school. To regard the need of the students’ speaking ability, the researcher and the teacher see that combining the learning of speaking and the use of role play will give results at the improvement of students’ speaking skills. The quantity of speaking practices will be increased and the students will get more speaking experiences. By
implementing role play activity, it is hoped that there will be same changes in the students speaking skill. There are some benefits in using role play in teaching and learning speaking. The benefits are role play can motivate, encourage students and make enjoyable class so that the students become active involved and interested in the teaching and learning activities, role play provides more chances for practicing speaking, since it practiced among the students in the class, the students can lose their fears of making mistakes, role play can reduce students’ boredom. By joining the role play activities the students’ will be enjoy with the teaching learning process, they are more enthusiastic and class will be more alive.

Based on the explanation above, it summarized that role play is a valuable speaking activity in the teaching learning process in order to develop the students’ speaking skill. In this research, to improve the students’ speaking skill the researcher makes some efforts through action research.

2.4 Hypothesis Action

Hypothesis is defined as the provisional answer to the problems of the research theoretically considered possibly or highest level of the truth. It is provisional truth determined by researcher that should be tested and proved. The researcher proposes the hypothesis that there is improvement on students’ speaking skill achievement after being taught by using role play method.