

Hak Cipta Diindungi Undang-Undang

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. THE THEORETICAL FRAME WORK

##### 1. Speaking Ability

As long as human are alive, humans need to communicate. For the need of communication, humans have many ways; one of the ways is communication orally which is usually called speaking. Through speaking humans are able to express ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, persuade, and entertain. Speaking has fulfilled the need of human to communicate.

##### a. The Concept of Speaking

Speaking as communication way cannot be separated from human daily life. However, speaking activity is very familiar with human daily life, but it is not a simple thing to describe what speaking is. A expert, Lindsay said (, 2007: 57), Speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people. Lindsay's statement puts speaking as a productive skill. If speaking is a productive skill it means when a person speaks, that person is producing something. What a person produces while speaking can be explained by Nunan's statement (2003:48); Speaking is producing systematic verbal utterances to convey meaning, orally. From both experts' statements, it can be concluded that speaking



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means we produce particular sounds orally to deliver a message from our mind to someone while we interact with that person.

#### b. The Component of Speaking

Since the idea that speaking is a productive skill, there will be necessary to know what the components of that productive skill. This component will help us to better understand about speaking skill. The component of speaking cannot be ignored if someone wants to succeed in the producing process (speaking process), the component must be involved. Speaking has five components according to H. Douglass brown (in language assessment principle and classroom practices, 172: 2003) there are:

##### a) Grammar

Grammar is the rules in a language for changing the form of words and joining them into sentences. Grammar has three dimensions: form/structure (Morphosyntactic and lexical patterns phonemic/graphemic patterns), Meaning/semantic lexical meaning and grammatical meaning), Use/pragmatics (social context linguistic discourse context, presuppositions about context. (Teaching English as a second or foreign language: 252)

##### b) Vocabulary

The stock of words used by or known to a particular people or

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group of persons, a list or collection of the words or phrases of a language, technical field, etc., usually arranged in alphabetical order and defined (Thesaurus dictionary).

## c) Comprehension

The ability to understand completely and familiar with situation, facts, etc. (Cambridge dictionary).

## d) Fluency

Oxford describes fluency is the quality of being able to speak or write a language, especially a foreign language easily and well, while Scoot Thornburry (2003:8) explains fluency as how speaker put “pause” when speaking. Following rules of putting pause fluency according to Scoot Thorn burry: pause may be long but not frequent, pauses are usually filled, pauses occur at meaningful transition points, and there are long runs syllables and words between pauses.

## e) Pronunciation

Pronunciation is the act or result of producing the sound of speech including articulation, stress, and an intonation, often with reference to some standard of correctness or acceptability (Thesaurus dictionary).

### c. The Purpose of Speaking

Human beings as social creature need interaction to one another. One of the ways to communicate is by sharing the thought

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or ideas through speaking activity. For examples telling information or some news, asking other to help for their needs, or etc. We do speaking in order to communicate with each other. Better communication means better understanding of others, better understanding of others give benefit to human itself as a social creature. Because people who encounter others through this oral communication have a certain goal that they want to achieve, the goal underlies people to communicate.

We speak for many reasons –to be sociable, because we want something, because we want other people to do something, to do something for someoneelse, to respond to someone else, to express our feelings or opinion aboutsomething, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on. (Lindsay c: 58).

#### d. The Problem of Speaking

Ur (1996:120) discussed that there are four problems of speaking activity experienced by students, they are:

##### 1) Inhibition

Learners are often inhibited about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts.

##### 2) Nothing to say

They have no motive to express themselves beyond the guilty feeling that they should be speaking.

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## 3) Low or uneven participant

This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

## 4) Mother-tongue use

They may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language and because they feel less exposed if they are speaking their mother tongue.

## 2. Teaching Speaking

### a. Teaching Speaking

What is meant by "teaching speaking" is to teach ESL learners to:

1. Produce the English speech sounds and sound patterns\
2. .Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which are called as fluency. (Nunan, 2003) in Kayi's journal.



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b. The characteristics of a successful speaking

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners' talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2. Participation is even. Classroom discussion is not determined by a minority of talkative participants; all get chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high, learners are eager to speak; because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

c. Commonly classroom speaking activities

To achieve a successful speaking activity in classroom Penny Ur (2003:121-122) gives some suggestion that can be done by teacher:

1. Use Group work

This increases the share amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak front of the class. It is true that group work means teacher cannot supervise all learner speech so that not all utterance will be correct and learners may occasionally slip

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into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use the amount of time remaining for positive, useful, oral practice is still likely to be far more than in the full-class set-up.

## 2. Base activity in on easy language

In general the level of language needed for a discussion should be lower than use in intensive language-learning activities in the same class; it should be easily recalled and produced by the participant, so that they can speak fluently. With the minimum hesitation it is good idea to teach or review essential vocabulary before the activity starts.

## 3. Make a careful choice of topic and task to stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participants will be.

## 4. Give some instruction or training in discussion skills, if the task is

based on group discussion then include instruction about participation when introducing it. For example, tell learners to make sure has everyone in the group contributes to the discussion; appoint a chair person onto each group who will regulate participation.

## 5. Keep the students speaking the target language, you might

appoint one of the group as monitor, whose job it is to remind



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participant to use the target language and perhaps report later to the teacher how well the group managed to keep to it.

### 3. Concept of Rotating Roles Technique

#### a. The Definition of Rotating Role Technique

Rotating roles technique is a technique that gives chance to each student to practice skill through role playing real-life simulations (Mel Silberman, 1996: 148). In rotating roles, each member of group has opportunity to practice as primary role and or secondary role while some of them are able to practice in which an observer who gives feedback to their friend to practice. Then in the end of activities the entire class has discussion to extract key learning points and value of the activity.

#### b. The Advantage of Rotating Role Technique

Since rotating role is a branch of role play, it gives advantages similar to that strategy. For example an advantage which is similar to advantage of a role play is; Role plays give learners practice speaking the target language before they must do so in real environment (David Nunan, 2003: 57). Other advantages of teaching speaking by rotating role can be seen by analyzing the procedure of rotating role play itself. The first procedure asks student to separate in three groups, dividing students into groups is an advantage of this technique; groupwork dramatically improves the amount of talking



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for individual student, varied contributions, and encourage cooperation-negotiation skill (Jeremy Harmer, 2001:117).

#### 4. Teaching Speaking by Using Rotating roles technique

Learning speaking skill needs more practice than just theory, the more students practice, the more fluent they are. For the purpose of giving sufficient practice to students, a teacher needs an appropriate technique. Rotating roles offers that requirement; it can fulfill the need of teacher to teach by using a technique that enables students to practice sufficiently. Rotating roles is a part of role play so the strength of this technique cannot be doubted. Douglas Brown (2003: 174) said: Role playing is a popular pedagogical activity in communicative language-teaching classes. Within constraints set forth by guidelines, it frees student to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the personal of someone other than themselves. Role plays give learners practice speaking the target language before they must do so in real environment (David Nunan, 2003:57). Rotating roles is a part of role play so it also has the strength of the role play.

The activities of teaching speaking by using rotating role Technique can be seen in the following:

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1. Divide the class into groups of three spread throughout the room with as much space between groups as possible.
2. Ask each trio to create three real-life scenarios dealing with topic you have been discussing.
3. After each trio has written its three scenarios on three separate sheets of paper, one team member from each group deliver the scenarios to the next group and is available as the group members read the scenarios to clarify or provide additional information if necessary. The Student then returns to his or her original group.
4. On a rotating basis, each member of the trio will have an opportunity to practice the primary role (e.g., a parent), Secondary role (e.g., a Child), and observer.
5. Each round should consist of at least 10 minutes of role playing, with 5 to 10 minutes of feedback from the observer. You will determine the length of each round on the basis of your time constraints, the topic, and the student skill level.
6. In each round, the observer should concentrate on identifying what the primary player did well in using the concepts and skills learned in the class and what he or she can do to improve.
7. After all three rounds have been completed; reconvene the entire group for general discussion of the key learning points and value of the activity.



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## B. THE RELEVANT RESEARCH

1. The first research was conducted by Nurlaili entitled “the effect of the use of role play strategy toward speaking ability of the second year students of state Islamic senior high school (MAN) Selat Panjang of Meranti regency”. The research was conducted from July until September 2010 in MAN Selat Panjang Meranti Regency. The population was 88 students she took 60 students as sample which consisted of two classes. The variables of the research were two, role play technique as independent variable and students’ speaking ability as dependent variable. She researched by using quasi experimental nonequivalent control group design with assumption that role play would improve students’ speaking ability. In the end of the research her assumption was accepted. The role play improves students’ speaking ability.
2. The second research was conducted by Juliana entitled “The effect of using role play technique toward speaking ability of the second year student at MA Hasanah Pekanbaru”, the research was conducted from 10 August – 10 September 2013. The population of the second year of MA Hasanah Pekanbaru was 45 Students. Juliana took 21 students as sample for her research. She researched by using single group experiment (pre experimental design). The variables of the research were two which are role play technique as independent variable and students’ speaking ability as dependent variable. Juliana’s research assumption was role play would



increase students' speaking ability. In the end of the research, her assumption was accepted; it means the role play technique improves students' speaking ability.

Both of the researches above show how effective using role play as a technique to improve students' speaking ability, even the researches used two different research designs but the result still says the same thing that role play can increase students' speaking ability. The researcher believes that the rotating roles which is the variation of traditional role play can improve students' speaking ability as good as the two researches above done by Nurlaili and Juliana. Avoiding plagiarism the researcher took both of the research above as a relevant research. The description above shows not only relevancies between the researcher's research and the two researches which are doing research in same field, but also the different of this research and the two researches. The two researches used traditional role play as the subject of the research while this present research uses rotating roles technique, even rotating roles is a variation of role play but the procedure of the "play" is different.

### **C. THE OPERATIONAL CONCEPT**

To make the research clear and to avoid misunderstanding, it is useful to clarify the concept of this research. This research involves two variables, the first variable is Rotating roles technique which is symbolized as X and the second variable is Speaking Ability which is manipulated by variable X and symbolized as Y.

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**a. Indicators of Rotating roles technique as follows:**

1. Teacher divides the class into groups of three spread throughout the room with as much space between groups as possible.
2. Teacher asks each trio to create three real-life scenarios dealing with topic you have been discussing.
3. After each trio has written its three scenarios on three separate sheets of paper, one team member from each group deliver the scenarios to the next group and is available as the group members read the scenarios to clarify or provide additional information if necessary. The Student then returns to his or her original group.
4. On a rotating basis, each member of the trio will have an opportunity to practice the primary role (e.g., a parent), Secondary role (e.g., a Child), and observer.
5. Each round should consist of at least 10 minutes of role playing, with 5 to 10 minutes of feedback from the observer. You will determine the length of each round on the basis of your time constraints, the topic, and the student skill level.
6. In each round, the observer should concentrate on identifying what the primary player did well in using the concepts and skills learned in the class and what he or she can do to improve.
7. After all three rounds have been completed; reconvene the entire group for general discussion of the key learning points and value of the activity.



**b. Indicators of Speaking Ability, the indicators as follows:**

1. The students are able to pronounce the word well (produce comprehensible utterances).
2. The students are able to speak accurately (using appropriate syntactic forms).
3. The students are able to speak fluently.
4. The students are able to use appropriate vocabulary.

**D. THE ASSUMPTION AND HYPOTHESIS**

**1. Assumption**

In this research, the researcher assumes that the Rotating role technique can help the students improve their ability in speaking.

**2. Hypothesis**

**a. Null Hypothesis (Ho)**

There is no significant effect of using Rotating role technique on speaking ability at second year students of Az-Zuhra Islamic junior high School Pekanbaru.

**b. Alternative Hypothesis (Ha)**

There is significant effect of using Rotating role technique on speaking ability at second year students of Az-Zuhra Islamic junior high School Pekanbaru.