CHAPTER 2
LITERATURE REVIEW

2.1 Theoretical Framework
2.1.1 Learning speaking in the EFL context

Communication relies heavily on speaking skills. Speaking skills are essential for everyday language use and international communication (Crisianita & Mandasari, 2022; Miranda & Wahyudin, 2023). According to Florez (1999), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (cited in Bailey, 2005). It indicates that speaking should get attention as one of the language skills because it is vital to express ideas, messages, and opinions to build and maintain social relations.

For EFL learners, speaking skills are sometimes regarded as complicated and troublesome. Researchers from various English as a Foreign Language (EFL) contexts selected challenges and solutions to help students improve their speaking. The researcher of this study performed this investigation by synthesizing studies conducted from 2019–2023 in different contexts (Afghanistan, Bangladesh, China, Indonesia, and Saudi Arabia). Reviews of these articles are presented in the three points below;

2.1.1.1 EFL students' speaking problems

EFL learners have speaking problems that relate more to psychological factors like anxiety, fear of mistakes, unwillingness, and fear of negative evaluation. Some of those apprehensions often affect students' communication in English to some extent. Because of this anxiety and a poor English background, they lack self-confidence and lack the motivation to use English. Sometimes, eye contact with classmates can make some of them nervous while speaking in English(Amoah & Yeboah, 2021; Suchona & Shorna, 2019; Zrekat & Al-Sohbani, 2022).

2.1.1.2 Solutions to overcome the problem

Two alleviating foreign language-speaking problem strategies were proposed as follows:

1) The internalisation of more innovative L2 speaking learning activities

Language teachers are highly motivated to internalize self-reflection activities during post-speaking activities. Through this in-depth reflection, EFL students will be better able to design various appropriate speaking strategies for their future learning endeavors. As a result, they have the potential to transform into more confident target language speakers who can solve problems quickly(Wijaya, 2023).

2) The existence of more enjoyable L2-speaking learning circumstances

To overcome all the problems mentioned above, language teachers are strongly advised to create a more enjoyable, positive, and meaningful speaking learning atmosphere where all students are confident enough to speak. In the long term, a more enjoyable L2 learning environment also strengthens students' willingness to express their thoughts, ideas, and opinions by making more productive use of the target language (Wijaya, 2023).

The students reported that watching videos of English speakers from different English-speaking countries, doing some physical exercises, and showing more eye contact while doing oral practices were core strategies they had used to reduce speaking anxiety. Moreover, presentation and pronunciation skills should be emphasized at the very beginning of their academic studies. If these practices are maintained, students' inner hesitation and anxiety will be reduced to a substantial extent in the case of speaking English. If the students feel teachers empathize with them, they might feel relaxed while speaking in English. Several students believe that an encouraging classroom environment and constructive feedback can help them develop their anxiety coping strategies(Akramy, 2020).

The points above suggest that psychological factors are more likely to be an obstacle for EFL learners when speaking. Several studies reviewed above discuss the causes and solutions to this problem. In line with the idea of developing solutions to create a pleasant learning atmosphere, this study will provide new empirical information regarding solutions for students' speaking learning, more specifically those related to student engagement.

2.1.2 Macro and micro skills in speaking

Brown (2004, p.142) distinguishes between micro-skills and macro-skills of speaking. Micro-skills refer to producing smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. Micro-skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

Table 2.1 Micro and Macro skills in speaking

Micro-skills	Macro-skills
1) Produce differences among English phonemes and allophonic variants.	1) Appropriately accomplish communicative functions according to situations, participants, and goals.
2) Produce chunks of language of different lengths	
3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours	2) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping, yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
4) Produce reduced forms of words and phrases	
5) Use adequate lexical units (words) to accomplish pragmatic purposes.	3) Convey links and connections between events and communication, such as relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification
6) Produce fluent speech at different rates of delivery.	
7) Monitor one's oral production and use various strategic devices pauses, fillers, self-corrections, and backtracking- to enhance the clarity of the message.	4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language
8) Use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.	5) Develop and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing
9) Produce speech in natural constituents: inappropriate phrases, pause groups, breathe groups, and sentence constituents.	how well your interlocutor

10) Express a particular meaning in different grammatical forms.	understands you.
11) Use cohesive devices in spoken discourse.	

2.1.3 Types of Speaking Practice

Brown (2000, p.271-274) elaborates on some types of classroom speaking performance, they are:

1) Imitative

Learners practice an intonation contour or try to pinpoint a particular vowel sound. Imitation of this kind is carried out not for meaningful interaction but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative, to include any speaking performance designed to practice some phonological or grammatical aspect of language. It can be self-initiated or part of a pair work activity where learners are "going over" certain forms of language.

3) Responsive

Many student speeches in the classroom are responsive, such as short replies to teacher- or student-initiated questions or comments.

4) Transactional (dialogue)

Transactional language, carried out to convey or exchange specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

Interpersonal dialogue is carried out more to maintain social relationships than to transmit facts and information. This conversation is trickier for learners because it can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert "agenda".

6) Extensive (monologue)

Finally, intermediate to advanced levels students are called on to give extended monologues in the form of oral reports, summaries, or perhaps short

speeches. Here, the register is more formal and deliberative. These monologues can be planned or impromptu.

Based on the types of speaking practice proposed by Brown above, role-play can be categorized into the fifth type, interpersonal (dialogue). In implementing role-play, students have conversations, and information is exchanged according to the context or topic of the role-play.

2.1.4 Students Engagement

Student engagement is essential to analyze student behavior in the teaching-learning process. Understanding how students act in academic institutions will give insight into how instructions and academic practices are carried out at the university. As such, instructors and academic supervisors might utilize it as a valuable tool to build successful pedagogical strategies to optimize students' learning experiences (Delfino, 2019).

According to Kuh (2009, p.683), student engagement is the time and effort students devote to activities that are empirically linked to desired college outcomes and what institutions do to induce students to participate in these activities. In addition, engagement refers to the degree of a student's connection or participation with the enterprise of schooling and, therefore, with its people, activities, objectives, values, and places (Skinner et al., 2009).

The author concludes the definition of student engagement from the experts above as the involvement that students show to achieve the desired success through consistent effort, high motivation, and good time management. It is also emphasized by Christenson et al. (2012) that engaged students do more than attend or perform academically; they also put forth the effort, persist, self-regulate their behaviour toward goals, challenge themselves to exceed, and enjoy challenges and learning.

Engagement is commonly conceptualized as having three separate dimensions yet interrelated (Fredricks et al., 2004; Heilporn et al., 2021). They are behavioral, emotional, and cognitive. Student behavioral engagement in a course refers to their participation in activities and adherence to rules or standards.

Following that, student emotional engagement relates to their emotional responses to activities, peers, and the teacher and their sense of belonging to the course. Finally, student cognitive engagement refers to their psychological commitment to activities designed to help them grasp complicated knowledge and their use of learning or metacognitive methods.

In the context study, the researcher uses the theory of Cook et al. (2020), King (2020), and Pohl (2020) to categorize the indicators of three dimensions of students' engagement. The three dimensions indicators are explained as follows in the table:

Table 2.2 Indicators of students' behavioral engagement

Broad indicators	Specific indicators	Examples of data to gather
1. Attendance	• Absences • Tardies • Truancy	• Review of central office and classroom attendance records • Percent of days present and on time relative to the number enrolled
2. Behavior incidents	• Suspensions • Office referrals • Detention	• Discipline records maintained by teachers and the central office • Number and severity of incidents
3. Participation	• Preparation • Classroom participation • Extracurricular participation	• Direct observation during instructional time • Teacher report of preparedness, including all necessary materials • Percent of time on task • Ratio of student response to opportunities to respond • Student, school, or parent report of involvement in extracurricular activities

King (2020)

Table 2.3 Indicators of students' cognitive engagement

Broad indicators	Specific indicators	Examples of data to gather
1. School connectedness	1.1. Sense of belonging (feeling of being respected, valued, and accepted by others)	• Student reports feeling respected and accepted by others • Student feels wanted and appreciated
	1.2. School pride	• Student reports positive feelings about being at the school
	1.3. Positive relationships	• Student reports feeling trust with others • Student reports liking and being liked by others • Student reports feeling some people care about them
	1.4. Fun and joy	• Student reports feeling school is a fun place to be • Student reports feeling school offers pleasurable and enjoyable experiences
2. Subjective emotional well-being	2.1. Negative emotions	• Student reports feeling anxious or worried in school • Student reports feeling frustrated or angry in school
	2.2. Positive emotions	• Student reports feeling happy, joyful and interested in school
3. Feelings toward academics	3.1. Academic frustration	• Student reports feeling frustrated about academic work (e.g., not being able to achieve success)
	3.2. Academic boredom	• Student reports feeling bored and academic work is meaningless
4. Sense of safety	3.3. Physical and emotional safety	• Student reports feeling emotionally and physically safe • Student reports feeling victimized by others (including bullying)

Pohl (2020)

Table 2.4 Indicators of students' emotional engagement

Broad indicators	Specific indicators	Examples of data to gather
1. Investment in learning/ motivation to learn	1.1. Valuing of learning	• Articulate the relevance of the learning to their short-term and long-term goals • Articulate an appreciation for the learning that will result from completing a task
	1.2. Demonstrating self-efficacy	• Believe they have the skills, knowledge, and ability to succeed on a task or in learning
	1.3. Setting personal mastery goals and attributing success to effort	• Set personal mastery goals in which they approach the task as an opportunity to improve their competence (rather than as an opportunity to perform better than others or complete the task to please the teacher)
	1.4. Investing time, attention, and effort in learning	• Spend enough time on a task to demonstrate mastery • Maintain concentrated attention to the learning task • Exert mental energy on a task • Report trying hard on a task
2. Use of cognitive and Metacognitive strategies to self-regulate one's learning	2.1. Planning	• Create and record an action plan for completing a task and meeting a goal • Break down large projects into manageable chunks • Make a to-do list, use their agenda/ assignment book, calendar, or other means of tracking their tasks
	2.2. Using specific study skills or learning strategies	• Utilize specific strategies such as note-taking, previewing texts, reading

		comprehension techniques, summarizing, outlining, mnemonic devices, and test preparation strategies
	2.3. Monitoring progress and adjusting strategies	• Self-monitor their completion and the accuracy of their completion of tasks
		• Seek help when needed
	2.4. Self-evaluating and reflecting	• Evaluate outcomes to determine if their selected strategies for completing the task were the best strategies given the circumstances or whether different strategies should be employed in the future
		• Reflect on how they feel about their performance on the task and the final product

Cook et al. (2020)

Based on the table above, each engagement dimension has indicators that categorize or measure things that can be included in behavioral, cognitive, and emotional engagement. Indicators are divided into broad indicators and specific indicators. For each indicator, there are also examples to illustrate gathering evidence from the classroom or field.

2.1.5 Roleplay

One of the most effective ways to get students to speak up is through role play. This strategy is highly beneficial for strengthening learners' interpersonal skills. Ladousse (1987, p.5) defines role play as 'role', which denotes that they play a part (either their own or someone else's) in a particular situation. The term 'play' refers to the part in a safe environment where pupils can be as creative and imaginative as possible. A group of students carrying out an effective role-play in a classroom is similar to a group of children playing school, doctors and nurses, or Star Wars. Role-playing exercises require students to picture themselves in

various scenarios and behave appropriately. We may instruct them to act as guests at parties, travel agents addressing consumer queries, or attendees at public meetings (Harmer, 1998). Some kinds of role-playing allow for some practice time so that students can plan what they say. It also decreases anxiety since pupils may, for a while, assume the character of someone other than themselves (Brown, 2004).

To conclude, role-play is a teaching technique that instructs students to play roles as other people by providing simulations from the real world about roles or professions. In addition, role-playing also provides sufficient time for students to prepare for their roles so they can reduce anxiety while performing. If it relates to micro-speaking theory, it can be seen how students can produce new words and phrases they learn while role-playing. Meanwhile, for theory macro-speaking, this can be seen from the fluency and clarity of students in carrying out role plays.

The use of role-playing in speaking class has several advantages. This is supported by several researchers who discuss the benefits of applying role play to teaching language (Habibullaevna, 2019; Mufti-Zade, 2023; Ruzmetova, 2022; Yusof & Alas, 2021). Here are some of the benefits of role-play in teaching English, according to the studies above:

1) Improve students' speaking skills; for example, when students practice conversations with short or long dialogues, this can make student conversations more communicative. In another sense, they subconsciously understand each other's words and the context of what is being studied.

2) Increase vocabulary knowledge; by learning role plays, students can learn new words and phrases used to communicate in different contexts according to their role.

3) Fun learning: Role plays are a learning technique that can create a learning atmosphere that is fun, entertaining, and certainly not boring. With this learning atmosphere, role plays can increase student participation in the learning process so that they are more engaged.

4) Helps prepare students for real-world situations; Role plays provide students with simulations of real-life situations related to a person's profession, such as

being a flight attendant, customer service, bank teller, and so on, so that they become familiar with various fields of work that exist in the real world.

5) Suitable for learning a language; role play is a learning technique suitable for language learning. This is because teachers can improvise types of role-play for students so they can practice learning the language. Role play can also stimulate students to think about what they should say when practicing speaking in a foreign language.

6) Increase student confidence; with a relaxed learning atmosphere using role play, students' confidence increases, and they learn the language comfortably. Even if they make mistakes when speaking, this is not a challenge because the teacher and friends will not disturb them while they are role-playing, so their focus will not be disturbed, and they can improvise when doing the role-play.

Even though the application of role play to teach language has many benefits, there are several practical disadvantages. As mentioned by Habibullaevna (2019) and Mufti-Zade (2023), several disadvantages of role-play are:

1) It requires expert guidance and leadership;

2) It is tough for teachers to evaluate students individually;

3) It is a time-consuming procedure;

4) It is a failure when the group does not grasp;

5) Not everyone may feel comfortable to perform in front of many people;

6) Sometimes participants may feel shy and lack self-confidence.

In my perspective, despite several disadvantages of role play, teachers can use role play as a teaching technique while teaching language, especially speaking skills. This is because role play can create a pleasant learning atmosphere that can increase students' confidence in the learning process, which ultimately has an impact on improving speaking skills in learning foreign languages.

2.2 Study of the Relevant Research

Some researchers conducted earlier studies on the effects of role play teaching techniques on students' speaking skills. Septiawan (2019) tried to investigate the

effectiveness of using the Role Play Technique in improving students' speaking skills in the 9th grade of SMP Islam Ruhama Cireundeu. The research used oral examinations and worksheets in English to assess numerous areas such as pronunciation, grammar, vocabulary, fluency, and understanding. The results showed that using role play as a teaching strategy improved students' speaking abilities significantly.

Yusuf and Setyamardani (2020) in their article explored the use of semi-scripted role play to develop pupils' English-speaking abilities. The study included 30 students from a junior high school in Surabaya, Indonesia. To assess the student's speaking ability, pre-and post-tests were given. The use of semi-scripted role play considerably enhanced the students' speaking abilities and allowed them to freely express themselves and develop their creativity, according to the findings.

Khasbani and Seli (2021) discussed the positive impact of role-play on students' speaking performance in English language learning. The study involved 48 students from a vocational school in Indonesia and used a quasi-experimental design. The findings revealed that role-playing substantially impacted students' speaking abilities, with higher average scores in the experimental group compared to the control group. Furthermore, role-playing was discovered to increase interpersonal relations and confidence among students.

Ahmada and Munawaroh (2022) conducted a classroom action research study on the role-play strategy for enhancing speaking abilities in English language instruction. The researcher assessed pupils' speaking abilities and noted low fluency and poor pronunciation as significant issues. The data revealed improved speaking skills, with certain students scoring fair, outstanding, or sound. The study determined that the role-play approach improved students' speaking abilities, and they responded well to the strategy.

Another study was conducted by Lahbibi and Farhane (2023) that tried to examine the influence of role-playing on improving students' interaction and speaking abilities in English as a foreign language and (EFL). The research was conducted at Moroccan high schools where English is taught as a second

language. The researchers separated the students into two groups: a control group taught without role play and an experimental group taught using role play. The findings revealed that role play positively influenced students' speaking abilities, with a substantial difference in mean scores between the control and experimental groups.

Nevertheless, these previous studies only focused on role-playing to improve students' speaking skills. In contrast, empirical investigations that provide detailed information about the students' engagement during English learning through role-playing are not commonly found.