

CHAPTER 2

LITERATURE REVIEW

2.1. The Nature of Speaking

Speaking is one of four English language skills. Chastain (2004, as cited in Wafa, 2022) stated speaking is a productive skill that produces ideas, messages, and suggestions someone needs to practice. Moreover, according to Kushartanti and Lauder (2005) speaking is a set of voices that are spoken by one and understood by others. In line with the previous statements, Nunan (2003) claims that speaking is the ability to communicate ideas, opinions, or thoughts orally which involves producing systematic verbal utterances in order to convey meaning that the other person can understand. From the definitions, the researcher concluded that speaking is more than a skill, it is also a way for people to communicate with others that need practice and effort to master.

Speaking is believed to be the most important of the four language skills. According to Goh and Burns (2012), speaking is accepted by everyone as an essential language communication skill, it also can facilitate language acquisition and contribute to the academic development of many second language learners. Moreover, Rao (2019) stated that since English is widely used all around the world, learning speaking skills is essential for students who want to succeed in their chosen fields. Rao also added that speaking abilities are the most important skills for students who want to learn English to enhance their careers, improve business, boost confidence levels, and find better job possibilities. Therefore, students have to acquire good oral communication skills to grab better opportunities.

Many aspects that become the consideration of good speaking skills. The aspect of speaking is determined as an indicator of speaking. Hotmailis (2003, as cited in Wafa, 2022) stated four aspects affect students' speaking skills:

1. Vocabulary

The key to success in communication is the power of words.

Vocabulary is a fundamental building of language learning. According to

Hotmailis (2003), vocabulary is related to the use of the right or appropriate words in a conversation.

2. Grammar

Grammar is important to make sure that the student's ability is correct in oral and written aspects. Grammar can be described as a principle of rule which can be used to make well-formed grammatical utterances in that language (Purpura, 2004).

3. Fluency

Harris and Hodges (1995) found that fluency is the capability to speak automatically and quickly. It means that the speaker should be able to talk confidently and quickly.

4. Pronunciation

Pronunciation is an important aspect of English, especially in oral communication. Harmer (2007) defined pronunciation as the way the sounds of a language are made, the way how and where the word stress and sentence stress are placed, and the way how pitch and intonation are used to indicate feeling and meaning.

2.2. Speaking in Language Learning

Speaking skills is considered as the most difficult skill in language learning. Kuśnierek (2015) claims that speaking seems to be one of the most challenging skills for students to learn since it takes a lot of practice. There are many factors causing the speaking problems. Researchers revealed that speaking problem faced by students is a lack of vocabulary and grammar practice, anxiety, an unavailability environment that supports students to speak, lack of self-confidence, lack of general knowledge, lack of speaking practice, low motivation and participation, shyness, nervousness, and fear of criticism (Rezeki et al., 2022; Ramdani & Rahmat, 2018; Jaya et al., 2022). Idham et al. (2022) added that students have spent years learning English and still cannot speak appropriately and understandably. Thus, it is important to use an appropriate technique in developing students' speaking abilities, such as role play.

Brown (2001) describes six types of speaking performance; they are (1) imitative, the ability to imitate a word, phrase, or sentence; (2) intensive, includes any oral performance either individual task or pair work activity that is designed to practice phonological or grammatical aspects of language; (3) responsive, responses or comments given by teachers and students to speech; (4) transactional (dialogue), the purpose of this transactional language is to convey or exchange specific information, this can be part of group work activity as well; (5) interpersonal (dialogue), a type of interpersonal dialogue focused on sustaining social connections, characterized by informal language, colloquial expressions, emotional language, slang, ellipsis, sarcasm, and a covert agenda; (6) extensive (monologue), a planned or impromptu formal monologue in the form of an oral report, summary or short speech.

According to Brown (2001), there are seven principles for designing speaking techniques:

1. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

In this context, teachers are expected to be able to use techniques designed to help students understand and use the basics of language and techniques that make students not bored with lifeless and repetitive exercises.

2. Provide intrinsically motivating techniques.

Teachers should appeal to students' goals, interests, and needs. Also help students to see how the speaking activity will be beneficial for them.

3. Teachers should encourage the use of authentic language in a meaningful context.
4. Provide appropriate feedback and corrections for students.
5. Capitalize on the natural link between speaking and listening.

Teachers should consider a teaching technique that involves both speaking and listening. As teachers focus on the students' speaking

goals, students' listening goals may naturally coincide, these two skills can reinforce each other.

6. Give students opportunities to initiate oral communication.

Part of oral communication such as the ability to initiate conversations, nominate topics, ask questions, control conversation, and change the subject. In designing and using speaking techniques teachers should consider and allow students to initiate language.

7. Encourage the development of speaking strategies.

Speaking classroom can be one in which students become aware of and have a chance to practice, such strategies as, asking for clarification, asking someone to repeat something, using fillers, using conversation maintenance cues, getting someone's attention, and using mime and nonverbal expressions to convey meaning.

This is also in line with social learning theory by Bandura and Walters (1977). Bandura stated that there are four elements to social learning theory, namely,

1. Attention, which calls upon different or unique lessons or activities to help students focus.
2. Retention, focusing on how the student will internalize information and recall it later on.
3. Reproduction, drawing on previously learned behavior and when it's appropriate to use it.
4. Motivation, which can extend from seeing other classmates being rewarded or punished for their actions.

By using social modeling based on these elements, teachers have a very powerful tool that can effectively guide students to be more active in learning, pay more attention, and channel their energy into teaching and learning process.

2.3. Role-play

Role-play is an effective teaching and learning technique that brings real-life situations to the classroom. According to Prochazka (2009), role-play

is a medium with various degrees of knowledge and learning style. Ladousse (1995) claims that role play is one of many communicative techniques that help language students become more fluent, enhance classroom interaction, and boost motivation. Role-play involves students' minds, body senses and emotions; it also brings real-life context into the classroom which makes the teaching and learning process more effective (Wafa, 2022). Roleplay is an important technique for students to practice speaking since it requires students to be involved and take a role or represent a specific character. Using role-play as a technique in speaking class allows students to communicate with others, making students more responsible and active during teaching and learning process (Wafa, 2022). Besides, Idham et al. (2022) claimed that role-play is a favorite activity in speaking class.

Besides that, when using role-play as a strategy for language development in the EFL curriculum, it links to the study of theories of second language acquisition. According to Idham et al. (2022), it is important to learn theories of language before defining role-playing as a technique for language development inside the EFL curriculum. Purba (2018) stated there are three critical theoretical perspectives related to language teaching technique: structural, functional, and interactional. In structural theory, language is structured of grammatical units such as phrases, clauses, sentences, and affixes. In functional theory, language is a way to communicate that can be informative, emotive, persuasive, or social. In interactional theory, a language is a tool for establishing interpersonal interactions and carrying out social transactions between individuals and society. Each perspective has a different role to play in the development of language education approaches. The final two theories provide the theoretical groundwork for Communicative Language Instruction.



Figure 1 Theories of Language (Idham, 2022)

Role-playing may be divided into three categories: fully scripted, semi-scripted, and unscripted.

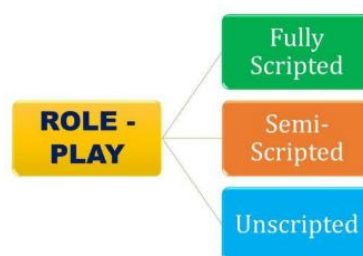


Figure 2 Types of role-play (Idham, 2022)

Fully scripted role-play is when all the words are written down. This type of role-play is suitable for low-level students who do not know what is going on in the semi-scripted role play (Bryne, 1986). Semi scripted role-play is when there are some missing words and students should know how to fill in the gaps with words that are appropriate to the situation (Livingstone, 1983). This type of role-play can be used for students at the upper-beginner to intermediate level of English proficiency. The last one is unscripted role-play, in which students are given dialogue keywords and information, or contexts and objectives in less controlled and structured tasks, students build a mini-conversation based on the dialogue keywords mentioned previously, materials or contexts are used to fill in gaps (Pi-Chong, 1990). Unscripted role-play will be beneficial for students in the intermediate to advanced levels.

The use of role-play techniques in English speaking class requires appropriate classroom activities to improve students' speaking ability.

According to Joyce and Weil (2003) there are nine steps in role-play, namely: (1) warm up the group, (2) selecting participants, (3) set the stage, (4) prepare the observers, (5) enact, (6) discuss and evaluate, (7) reenact, (8) discuss and evaluate, and (9) share experience and generalize.

The explanation above shows that role-play is an effective technique that can be used to improve students' speaking skills in speaking class. Contextually, the role-play techniques were implemented in the Professional Listening and Speaking class under the topic of Model United Nations. The learning procedures began with the teacher greeting the students, then the students were guided in the warm up activity, such as playing games related to the topics they had in the previous meetings. Then, the teacher also checked students' understanding and ensured that students did research related to the topic they would have that day through a question and answer session. Then students were asked to conduct and present a focus group discussion. Role-play simulations are carried out before implementing the role-play next week. The lecturer assigns different topics and roles to each group for the upcoming meeting. At the end of the session, the students were asked to fill in a journal reflection related to the previous topic and the teacher provides a brief explanation about the topic they will study in the next week. In other words, role-play is used as a teaching technique in Professional Listening and Speaking class that help teacher in teaching speaking and improving students' speaking skills.

2.4. Student's Perception

Perception is the result of the process of obtaining information through an individual's senses. George and Jones (2012) stated that perception is the process of selecting, organizing, and interpreting the input from an individual's senses (hearing, smell, touch, vision, and taste) to provide meanings to their environment. According to Bencic and Rosenkvist (2020) a person's perception of something is how they view it, and how they see something affects how they perceive it. According to the definition above,

the perception possessed by the students comes from the thoughts or beliefs that the students experience in teaching.

Moreover, according to Walgito (2010), there are two factors that can influence people's perceptions which are internal and external factors. Internal factors involve individual thoughts (how people interpret a message, object, or environment depends on the value system that they adhere to), and psychological factors such as motivation and feelings. While external factors involve stimuli, culture, belief, and the environment. The internal and external factors of perceptions can lead the students' opinion of something into positive or negative perceptions because they have different thoughts, motivations, feelings, stimuli, culture, beliefs, and environment towards something.

As stated by Irwanto (2002), perception can be divided into two, namely, positive perception and negative perception. Positive perception refers to all knowledge and responses that are aligned with the object being perceived and that encourage acceptance and support of the object being perceived. Meanwhile, negative perception describes all knowledge and responses that are not aligned with the object being perceived and lead someone to reject or oppose the object.

Students' perceptions can be different from one student to another, it depends on the feelings and beliefs they experience. Perception plays an important part in the learning process since it influences someone's behavior or attitudes and motivation to learn (Nunan, 2020, as cited in Kadafie, 2022). Someone can receive a good or bad perception depending on what they feel in facing the object (Astuti, 2017). The more positive perception of learning activities affects students' behavior to have higher motivation in the learning process.

Therefore, this research investigated students' perceptions towards the implementation of role-play technique in Professional Listening and Speaking class by observing the perceptions that students have regarding the teaching techniques used in the Professional Listening and Speaking classroom activities.

2.5. Study of the Relevant Research

Before the researcher decided to do this research, the researcher studied previous research on role-play technique and students' perceptions. The prior studies will be discussed in the following order:

This study is relevant to the study by Kuśnierek (2015) regarding developing students' speaking skills through role-play in lower secondary school in Polandia. This study investigates whether role-play activities contribute to developing students' speaking skills in the ELT classroom. The findings found that the role-play technique seems to be an appropriate technique in speaking classroom since by using this technique students can enjoy playing someone else's role, increased classroom engagement, and help students overcome their anxiety. Yet, some students felt stressed and intimidated when they used English during an ordinary lesson.

Beside that, Kumaran (2017) conducted a study on the benefits and shortcomings of role-play as a speaking activity in an English language classroom at a Malaysian secondary school. The results showed that students enjoy practicing role-play activities and it encourages them to speak in English to some extent. The findings also demonstrate that not all teachers use role-play as a speaking exercise due to factors like limited time, a lack of role-play materials, and difficulty managing the classroom.

In addition, Ramdani and Rahmat (2018) conducted research regarding promoting speaking spontaneity in large classes. The study's findings indicated that role-play technique and speaking circles showed a significant improvement in students' speaking performance. Students were finally able to survive their speaking tasks, engaging them in a real-life communicative encounter. Besides, conversational practice through modified role-play and speaking circles can build and enhance students' speaking spontaneity.

Rusgiani et al. (2022) have researched students' perception toward the implementation of role play technique in online-based speaking learning.

The research was conducted at one of the vocational high schools in Cibinong. The study indicates that most students have the same perception regarding the use of role play techniques in online-based speaking learning. The use of role play techniques can improve students' understanding and motivation in learning speaking. Students can practice their speaking fluency by talking directly to the other person. In addition, students are also motivated to learn, because in learning speaking using role play technique it is more practice to speak.

The study of Van and Khang (2022) investigates the effectiveness of using role-play techniques for speaking skills in learning English at a university campus in the south of Vietnam. The results show that students like to practice role-playing in English speaking classrooms because they want to be different characters and communicate in real-life situations, so that they can speak English more naturally and fluently. This study also proves that role-playing is one of the effective methods to enhance EFL students' communication skills in the research context.

However, a few previous studies (Kuśnierek, 2015; Kumaran, 2017; Ramdani & Rahmat, 2018; Rusgiani et al., 2022; Van & Khang, 2022) simply focused on the topic of implementation of role-play techniques in improving students' speaking skills. To fill the void, this research will attempt to find out Indonesian university students' perceptions related to the implementation of role-play techniques in Professional Listening and Speaking class using descriptive case study as research design and semi structured interview in collecting the data to gain deeper data.