

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

a. Nature of Speaking

1. Definition of speaking

Brown (2001) states that speaking as an interactive process of constructing meaning that involves producing, receiving, and processing speech of sounds as main instruments. According to Cornbelet and Carter (2001: 17) speaking is not just making sound though birds, animals, babies make sound and though it may be communication of sorts, it is not speaking". From the definition above its mean that not all of the sounds produce from the mouth is speaking. The sounds that produce by the mouth called as speaking if the sound has a certain meaning.

Suryani (2015) stated that speaking is a tool of communication to each other' where the speaker can deliver his/her idea, opinion, feeling through verbal skill to the listener. Speaking is considered to be inseparable to something we call communication (Dwiana et.al, 2015). From some explanation above can be said that speking is the basic skill should be mastery by everybody in the world to create good communication with the siciety. Nunan (1993) said that the importance of speaking skill is obviously noticed regarding the role of human as social being who depends himself more on speaking rather than writing when interacting with others. Ricard (1990) said that "The mastery of speaking

skills in English is a priority for many second or foreign language learners. According to Brown and Yule (1994) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. According to Donough and Shaw (1993) “Speaking is not the oral production of written language, but involves learners in the mastery of a wide range sub-skill which added together, constitute an overall competence in the spoken language”. Widodo (2008: 3) stated speaking requires a greater degree of language overtime, while writing requires a greater degree of accuracy and has been considered one of the most difficult skills for learners to master. From the explanation above, it means that speaking is produced by integrating all of the language skill which are listening, reading and writing.

Shaw (1992) said that speaking is not the oral production of written language, but including learners in the mastery of a wide range sub skill which added together, then it supports speaking skill. In addition speaking does not produce without some combination of language skill, but it must be included a number of skills (Kurniawati & Pusparini). Overall the skill are equipped each other, to create good communication and to reach their real function. For instance, speaking skill cannot be separate from listening skill. Speaking skill preceded by listening to know the new vocabulary and the sound that never hear before. Therefore, it is need to combining other language skills mastery to produce good speaking. The speakers are required to be able to express what they want to say orally as good as

possible in order to convey the message or information. The appropriate oral expression will make the listener easier to understand the meaning of the message or information.

Richards and Rodgers stated in Donough's book (2003: 135) ,

“Speaking is a form of communication, so it is important that what you say is conveyed in the most effective way because speaking is the combination between general knowledge and the formulation between structure form and function. Its mean that the speakers must able to express what are they want to say clearly to convey the messages or information in order to gain the purpose of speaking as communication way”.

Trigan (2008) defines “speaking is a language skill that is developed in child life, which is produced listening skill, and that period speaking skill is learned”. In other word, speaking is learned in the early, is begin when the child is start to listen. When they have understood what are they speak, they will desires and express how their feeling and acting out their attitudes through speaking. In daily life, speaking is an activity to express thought and feeling orally. It means that speaking is as the media to convey messages, knowledge, emotions, feelings, ideas and opinions directly to the others. Speaking is activity delivering language and communicating ideas orally.

Whereas, ability is a power in doing something. Fitness for ability for being improved (Hornby, 1968: 78). This ability is very potential capacity to do something physically or mentally. Therefore, speaking and ability cannot be separated. It is a unity. Furthermore, speaking ability is the capability of human to speak well and right in delivering a message, a wishes, a thought and an opinion. It means that speaking ability is the

human capability to convey the message orally without making any misunderstanding between the speaker and the audience.

2. The Aspect of Speaking

Nurhadi (1987: 23) says that “the aspect of speaking consists of utterance, grammar, vocabulary, fluency, content, and comprehension”. Based on the opinions, it can be said that the aspect of speaking ability is determined by utterance, vocabulary, grammar, content, fluency, and comprehension. However, not all of them will be described below, but to focus on the problem, the writer limits the aspects of utterance, vocabulary, grammar and content, and meaning as follows;

a) The Utterance Ability

The utterance ability is one of the important skills in order that the message is acceptable. So, the message must be uttered clearly. Referring to this statement, Tarigan (1985: 55) says that “the speaking process through discussion, briefing, argumentation, chatting, interview, asking and answering, to be uttered clearly since the expression of thought which is delivered to the audience can be understood. Furthermore, as a good speaker should be able to choose and use words through appropriate sentences, a good intonation and as well as clear utterance.

b) Vocabulary

Vocabulary cannot be separated from words, it can be a message or an idea. This idea (message) has to be conveyed through speaking, whereas speaking is an expression of words orally and clearly. In this case,

vocabulary should be mastered a lots in order that the communication is developed. Also, the speaker does not merely interact without having a lot of vocabulary. Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. Vocabulary is one of the important language components because without vocabulary nothing can be conveyed.

c) Grammar

Every language has difference grammar. “Grammar is a group of paradigm of structure generally covers the segment of phonology, morphology, and sentence” (Keraf, 1991:28). Keraf (1991) states that, “the smallest unit which occurred from sounds, which distinguishing meaning is called grammar”. According to Thornbury (2005), speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. The expression of appropriate sound is almost determined to comprehend the speaking. It means that speaking must have sentence structure called grammar, while, the grammar includes phonology, morphology, syntax and semantics.

The definition of some terms above will not stated because it belongs to linguistic area. Furthermore, well usage grammar will prevent to misunderstanding.

d) Content and Meaning

Content and meaning are important in speaking process. So, the speaker should plan or prepare content before expressing his/her ideas. Dealing with this statement, Tarigan (1985: 45) states that; “the content and meaning in speaking ability can be seen from mistake, competence, clarification, and simplicity what the topic is about”.

The content of speaking must be systematic, logical and attractive. So, it can be said that speaking process where the speaker must be able to speak systematically, logically and attraction in order to the listener understand what the speaker is meant.

3. Teaching Speaking

Teaching is not an easy job, the teachers required to make the student's progress and to know that we have helped to make it happen. Speaking is the important subject to be delivered to students, because speaking is very important to support the students' participation in community. That is why teaching speaking is a big challenge because speaking is the vital language skill that should students' mastery in class and out of the class.

Teaching speaking is not only about the grammatical and semantically rule. Learners must also acquire the knowledge of how native speaker use the language in the context of structured interpersonal changes, in which many teachers interact (Nurhayati, 2016). It means that to be mastery in speaking, the students not only

need the knowledge of the language feature but also the students' ability in gain the information when they have to interact with others.

One of the basic problems in foreign – language teaching is to prepare learners to be able to use the language (Nurhayati, 2016). It is indicating that the main point of teaching foreign language is equip the students about what are the basic things of language. Vocabulary and grammar have the important role in conducting communication; because of vocabulary and grammar are the main points of language. For instance, it is necessary to the students to have a lot of vocabulary and to know certain of grammar to be a good speaker.

When teaching young learners we have keep in mind that every class have varied abilities, expectation, motivation, knowledge and every students has different learning style.

According to Kayi (2006) in *Activities to Promote Speakig in a Second Language* is to teach English learners to:

- 1) Produce the English speech sounds patterns.
- 2) Use words 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 thought in the meaningful and logical sequence.
- 5) Use language as a means of expression values and judgments.

- 6) Use the language quickly and confidently with view unnatural pauses, which is called fluency. (Nunan, 2003).

Based on the explanation above, it is mean that the teachers should pay attention on some important aspect include speech sound patterns, stress, intonation, rhythm. The words used should appropriate with the proper social setting, audience, situation and subject matter. Those sounds produce must meaningful because its logically produce from the thought. We need to vary our approaches to create a classroom environment where the students have real-life communication and authentic activities to promote their oral language. The good activities will make the students enjoyable to do the speaking task in the class.

4. The goals of teaching speaking

Dual goals in studying English as Foreign Language in the educational system are to pass English entrance exams and to communicate in English with people from other parts of the worlds. Journal of NCRLC The Essential Language Teaching explained that “The goal of teaching speaking skills is communicative efficiency”. Its mean that creating the activities in which learners feels less worried, less under pressure, less nervous trying to act out and being able to communicate with others. The confidently and fluency will spontaneity if they have been doing more exercises and practices.

Marianne says in her book Teaching English as a Second Language or Foreign Language Second Edition “ .. the goal of

speaking component in a language class should be encourage the acquisition of communication skills and to faster real communication in an out of the classroom”. Thus, if the students mastery to do English communication in class, so they expected to be mastery to communication in the real-life.

Jack C. Richards and Willy Renandya write “Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which factors interact”. Therefore, the students should be able to speak the target language fluently and appropriately.

b. Recount Text

1. Definition of Recount Text

Recount text is the text tells past experience written or orally. A recount is speaking or writing about past events or a piece of a text that retells past events, usually in the order which they happened (Anderson, 1997). It means that recount text tell about personal experience. The purpose of recount text is to tell to the audience how the events was occurred.

2. Types of Recount Text

According to Department for Education and Child Development of South Australia (2012) Recount text can be classified as follows:

1. Personal recount – retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter.
2. Factual recount – reporting the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts.
3. Imaginative recount – applying factual knowledge to an imaginary role in order to interpret and recount events e.g. A Day in the Life of a Roman Slave, How I Discovered Radium.
4. Procedural recount – recording the steps in an investigation or experiment and thereby providing the basis for reported results or findings.
5. Literary recount – to retell a series of events for the purpose of entertaining

3. Generic Structure of Recount Text

According to Wardiam (2008: 61), there are some steps for constructing recount text:

a. Orientation

Orientation is the first paragraph that gives information about who, where, and when the events happen.

b. Event

Events are where the writer or the speaker tells about what happened in the events in chronological order.

c. Reorientation / personal comment

Reorientation is the evaluate remark which are interspersed throughout the record of events, but it is optional. Reorientation is about how the ending of the event.

4. Lngue Features of Recount Text

Boardman (2008:287) the language features usually found in a recount:

a. Use of nouns and pronouns to identify people, animals or things involved.

b. Use of past action verbs to refer the events.

c. Use of past tense to located events in relation to speaker`s or researcher`s time.

d. Use conjunctions and time connectives to sequence the event.

e. Use of adverb and adverbial phrases to indicate place and time.

f. Use of adjectives to describe nouns.

c. Video Blog

1. The Definition of video Blog

Blog is one of technologies which is very popular among the language teachers that they use it as a means of providing learning opportunities to learners without any restrictions of time and place, thus learning can be occurred not only in a classroom which convenient to the learners (Bunjan & Suppatsere, 2017). It means that by using blog the students have the opportunity to study anytime and anywhere they want. By using blog The learning process not only conduct in the classroom but they have the convenient to study without any restriction of time and place.

Internet is now cannot separate from human daily life. Internet is as a tool to remove the distance of nations in the world. Internet has the significant role in education. It can be seen that the existence of internet is easier for us to get the up to date information of educational development. Through internet we can do anything such as chat, browse, watching video, uploading our video etc. Technology has the significant role in people everyday lives, many language teacher utilized the development of technology in teaching learning process. One of the alternative technology can be use by the teacher is video blog which uses video as a primary resource to improve students' English oral communication skills. Through blog, students can post their video clip, visit their friends' blog, leave comments and share ideas or learn from each other.

“Weblogs” or “Blogs” or “Blogging” is a type of technology that allows writing personal journals online that can be published and viewed over the web (Mutmainna, 2016). In other words, blogging is where the people can share their stories or their idea on their own sites.

Video blog is considered as a useful tool to improve students’ English oral communication skill because it is used video rather than written text as a primary media source (Bunjan & Suppasetserree, 2017).

Blogs invite participation and have the potential to democratize a classroom since the learners are given the chance of equal participation (Mutmainna, 2016). Blogging provides opportunities for developing one’s English language skills in many ways (Mutmainna, 2016). Additionally, blogging helps improving speaking ability in learners. There are numbers of studies related to the influence of blogging to students’ speaking ability.

2. The Stages of Video Blog

According to Sun (2009), there are some stages in vlogging as follows:

Vlogging stages	Activities
Conceptualizing	<ol style="list-style-type: none"> 1. Planning what to say and how to say it 2. Coming up with an appropriate voiceblog topic 3. Listening to others’ vlogs for ideas 4. Consulting a dictionary or searching the Internet 5. Note-taking
Brainstorming	<ol style="list-style-type: none"> 1. Outlining main and supporting ideas 2. Translating from L1 to L2 3. Writing down a script before recording
Articulation	<ol style="list-style-type: none"> 1. Rehearsing before recording 2. Recording voice blog and uploading it after checking
Monitoring	<ol style="list-style-type: none"> 1. Listening to the recorded file before uploading it 2. Monitoring vlog entries in terms of content, organization, and language usage
Evaluating	<ol style="list-style-type: none"> 1. Evaluating vlog content, organization, and language-usage 2. Redoing the vlogs

B. Previous study

There are some research that used role-play as technique of teaching and learning process. Here are some of previous studies which it will be guideline for the researcher in conducting the research. The first study was conducted by Ayu Fitriana from Syarif Hidayatullah State Islamic University Jakarta (2014), entitled “ The Effectiveness of Role-play on Students’ Speaking Skill (pre-experimental at the first grade of SMP Muhammadiyah 37 Parung)”. This study is focus on the effectiveness of role-play in teaching speaking at first grade of junior high school students. This study found that the use of role is effective to increase students’ speaking score. The use of role play makes the speaking activities more enjoyable and interesting.

The second study was conducted by Dwiana, et.al (2015), undertakes a study to improve students’ speaking skill through role-play strategy. This study used classroom action research as the research method to solve the students’ problem in English speaking. This study found that the used of role-play made the students more motivated to speak English, develop students’ group work activities and minimized the students’ passiveness in speaking class.

The second previous study has the similar subject with this research, which is a used eight grade student of junior high school. The previous study conducted the research at eight grade of SMPN 6 Rambah. Both of previous studies used role-play as the strategy in teaching speaking. The differences of this study with the previous studies above are this study are allowed the students’ to create their video of role play and broadcast in to the whatsapp

application group. The purpose of the research is to improve students speaking skill without worried laughed by others, because they did not directly face to face with the audience.

Nurhayati (2016) undertakes a study to investigate the influence of the implementation local drama in enhance EFL learners' creative expression on writing and speaking. This study conducted at Fourth Semester students of English Department at State Islamic Institute of Tulungagung-Indonesia. The result of this study showed that after conducting local drama become more active and creative to speak up in English, they can express ideas using mimic, better pronunciation, more vocabulary, then some of them say as candidate of teacher, they should perform in front of their students, by conducting drama, it helps them to minimize nerves to be enjoyable in front of the public including the students will be.

The previous studies above mentioned the used of role play with various activities in teaching English. One of them is by utilized the technology to enhance the students' interesting in learning English especially speaking skill. The researcher interested with the implementation the video blog based role play. The previous study was conducted the research at the tourism students'. The result of the study was showed that the implementation of video blog based role-play was effective to improve tourism students' speaking skill. In this research the researcher would investigate the effectiveness of video blog role play in enhance students' speaking ability at eight grade of junior high school.