

## CHAPTER II

### LITERATURE REVIEW

In this chapter, the writer explains about the research topics that consist of speaking, teaching speaking, role play, movie media, and imitating act. Those topics will be discussed deeply in this chapter as an information related to the research topic in this writing.

#### **a) Speaking Ability**

There are various kind of definition for speaking according to linguists. Widdowson (1985:57) states that speaking is an oral communication to gives information that involved two elements, namely the speaker who gives the message and the listener who receive the message. In addition, Dobson (2005:17) defines conversation as the informal interchange of thoughts and information by spoken words. In a meaning, that speaking is actually an activity that involved two speakers to send or receive a message through oral spoken words.

According to Bueno, Madrid, and McLaren (2006: 321), "Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners spend years to learn the language, they find it difficult to speak in real scenario when it is demanded. There are many reasons to overcome this. First of all, the ELLs should understand the importance of speaking skills and try to acquire them as they need them to compete in this competitive world.

#### **b) Speaking Ability**

Gage (1963) states that "Teaching is a form interpersonal influence that has a purpose to change the behaviour potential of a person". In addition, Smith (1963) states that the definition of teaching as a system of actions that involves an agent, an end in view and a situation including two sets of factors those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify such as techniques and strategies of teaching. In a conclusion, teaching speaking is actually an activity to change a behavior potential of person that includes the teacher and the audience which is the students with a planned strategies to held a teaching activity.

Kayi (2006:1) explained that teaching speaking function is to teach ESL learners to produce an English speech sounds and sound patterns; use word and sentence stress, intonation patterns and rhythm of the second language; select the proper words and sentences properly, audience, situation, and subject matter; organize their thoughts in a meaningful and logical sequence; use language to express values and judgments; and use the language

quickly and confidently with few unnatural pauses which are called as fluency. According to Kayi explanation, the speaking teaching function is actually to teach the learners to produce an English words and sentences properly through the criteria that mentioned by Kayi to speak fluently.

### **c) Role Play**

Most students experienced the difficulties of English skill which is speaking. In this case role play method will be used as a learning media that will help students that having a trouble for their speaking skill. Role play method had been one of the learning methods to help students speaking skill and created a good result for students speaking skill. This method is used to build students confident and fluency of the speaking skill. Samsibar (2018:108) states that role play was very important in teaching speaking because it gives students a chance to practice a communication in different social contexts and roles in real life scenario. It is also allowed for students to put their creativity and put themselves in other person's position for a while. Hatting (1993:165) states from his observation in the speaking class, the role play would be a perfect activity for students to use their English in a creative way and it purposed to try a new scenario which students might found a chance to practice growing their speaking ability.

Thao (2013) created a research entitled "*Applying role-play in increasing student' interest in learning speaking to grade 11 students at Lai Vung 2 high school*". This research has goal to identify how is the interest of the students to learn to speak and to find the effect of using role play that is used in speaking classes. Also, it was intended to find some difficulties to use role play so that the researcher will suggest a solutions to handle these kind of difficulties. The role play was defined as a way that involved an imagination to be another person or to be ourselves in a specific scenario for a while, improvising dialogues and creating a real world scenario. Role play activities encouraged the thinking and creativity level of the students', helped students to develop their new language and behavioral skills in a relatively non-threatening setting, and create a motivation and involvement that needed for learning to happen. Role play was a strong and effective teaching way for children and adult and it was adapted to deliver any learning goals from simple to complex concepts of role play. It really worked well to practice their speaking skill, debated complex ethical issues or to exploring some attitudes or beliefs. The success key of the method is in the construction and delivery with careful facilitation.

#### **d) Movie Media**

According to Masykur (2016), media is a thing that can be used to deliver messages from the sender to the receiver, so that they can trigger students' thoughts, feelings, talents, and attention so that the learning process will take a role. In addition, creating more actively and critically media users, which will always be more demanding in the future. Media Education has a connection related to film and television, the press and radio, its impact on student learning progress. It also has a connection with what is taught through the media, when and how. The goal is to make the students will be able to develop critical thinking, analyze and make a reflection on their experiences when using many kind of various media facilities (Latif & Afzal, 2016). From the statement above, it can be concluded that the media is a tool to deliver messages from the sender to the receiver. The goal is to enable students to develop critical thinking, analyze and reflect on their experiences when using any kind of media tools.

Harmer (2002) states the advantages of films/video media as teaching media as follows: (1) seeing language – in use: one of the main advantages of video is that students do not just listen the language, but they also see it too. This greatly aids comprehension, since for example, general meaning and moods are often gotten through expression, gesture and other visual clues that conveyed into the visual. Thus, we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply. (2) Cross-cultural awareness: video uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British, body language when inviting someone out, or how Americans speak to waiters. Video is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

#### **e) Imitating Movie**

Imitating is one of the strategies used by children in their early age to acquire both mother tongue and foreign language(s). One interesting case from a five-year-old child is that she acquires English as the foreign language from watching English cartoon movies, imitating the words, phrases, and even several sentences, and then finally remembering and pronouncing them after watching the movies. That condition is in line with Hurlock's statement (2003) that children with high intelligent and good discipline tend to have good development in acquiring vocabulary.

Imitation is words, stresses, pauses, intonation, facial expressions and movements of native English speech, it teaches EFL to listen to sounds and know the sound patterns of English words, and it trains to make their own sounds (Arsy, 2021). Imitation method was used to improve pronunciation comprehension. Imitative learning is faster approach in practice because it is used to solved problems and does not require significant space exploration (Raina et al., 2019). Bloom et al. (1974) also demonstrated the usefulness of language imitation, so that, “the mapping and coding relation between form and content (in a given situation) can be affirmed.”