

CHAPTER II

LITERATURE REVIEW

This chapter presents a review, summary, and the author's reflections on various sources obtained.

A. Speaking Skills

This section discusses four key areas related to speaking skills. They are definitions of speaking, the importance of speaking in language learning, the types of speaking activities, and the aspects used to assess speaking performance.

1. Definition of speaking

Speaking skills is one of the most important skills in language learning. With this ability, we can speak and convey our opinions to others. Speaking skills are also very useful in everyday life, for example, when chatting with friends, answering teacher questions, or when presenting in front of the class. So, speaking skills are not just about being able to talk, but also how we communicate well and politely. According to Razi (2021), speaking is the ability that a person uses to interact and convey messages to others, or communication. This skill is very important as it helps us exchange information in everyday life.

In addition, Brown (2001) emphasized that speaking is a productive and interactive process that requires learners to think quickly and use various language components, such as vocabulary, grammar, fluency, and pronunciation at once. This makes speaking more cognitively demanding than other skills such as reading or writing.

2. Importance of Speaking Skills.

Speaking is a very important skill in language learning. This skill helps students communicate their ideas clearly and confidently. When students can speak well, they can join in discussions, answer questions, and express their opinions more easily. Speaking also improves social interaction as it helps people build relationships with others. In a classroom environment, speaking supports active learning, group activities, and presentations. Therefore, mastering speaking skills is not only useful for academic success but also for everyday communication.

Rao (2019) stated that speaking is considered the most essential skill when learning a foreign or second language. Out of the four main language skills, speaking plays the most crucial role in helping learners develop their language abilities. communication is also crucial for success in every field, and language is the tool for it. Without language, people can not achieve their goals. English, as the global language, helps people from different regions and countries communicate effectively. Therefore, mastering speaking skills in English is essential for connecting with others worldwide.

3. Types of Speaking Skills

Speaking can be divided into several types depending on the situation and purpose. According to Brown (2004), there are five basic types of speaking performance:

3.1 Imitative

Imitative speaking is the practice of imitating speech in the form of words, phrases, or sentences. The main focus is on pronunciation, although grammar is also

considered. In this type, participants do not need to demonstrate full communication skills, as they are only asked to repeat the information they have heard without providing any additional explanation. What comes out of them is solely the information they hear.

3.2 Intensive

In contrast to imitative, intensive speaking places less emphasis on the pronunciation aspect. Comprehension of meaning is required as participants have to respond to a specific task, although interaction with the interlocutor is very limited. Examples of activities include reading aloud, completing sentences, or completing dialogues.

3.3 Responsive

In responsive speaking, authenticity in the conversation is important. Participants are encouraged to respond quickly. Examples of activities include responding to a short conversation, making a simple comment, or making a short request.

3.4 Interactive

Interactive speaking differs from responsive speaking in that it involves longer and more complex sentences. Also, there can be more than two speakers, so the conversations tend to be more dynamic and in-depth.

3.5 Extensive

Extensive speaking involves the production of spoken language on a larger scale. Speakers not only convey ideas, but also need to engage in interactions such

as discussing or answering questions. This type of speaking is considered the highest level as it demands mature and thorough language skills.

4. Aspects of Speaking Assessment

Assessment of speaking skills involves various indicators that reflect students' ability to use language effectively and appropriately. In order to make the process of evaluating speaking skills more accurate, it is important to understand the main components on which the assessment is based. According to Brown (2001), there are five main aspects that need to be considered when assessing speaking skills. This helps teachers to know the extent of students' ability to speak English well and correctly. Here are the criteria:

4.1 Accuracy

This aspect relates to how students use grammar and correct sentence structure. Even though someone can speak fluently, if there are many grammatical errors, the message can be unclear. Therefore, it is important to have a balance between fluency and accuracy.

4.2 Vocabulary

The use of varied, appropriate, and suitable vocabulary in conversation is a key indicator in assessing how well test takers have mastered the language, and reflects their level of proficiency.

4.3 Comprehension

The ability to understand the context of a conversation and provide appropriate responses according to the questions asked is crucial in assessing one's speaking skills.

4.4 Fluency

Fluency of language indicates that the delivery of utterances in the conversation proceeds smoothly. Participants should have confidence in speaking and be able to respond to a particular theme without much hesitation in choosing words. According to Brown (2001), fluency also reflects students' confidence in using language.

4.5 Pronunciation

Pronunciation relates to how often pronunciation errors occur and the extent to which they interfere with communication, which are the criteria for assessment. Brown (2001) emphasizes that even if the grammar and vocabulary are correct, if the pronunciation is incorrect or unclear, others may misunderstand. Good pronunciation includes intonation, word stress, and a natural rhythm of speech.

5. Teaching speaking skill

Teaching speaking is one of the key components in English language instruction. It is not only aimed at making students talk more, but also at guiding them to use the language accurately, fluently, and appropriately depending on the context. Speaking involves direct communication and requires learners to think and respond quickly, which makes it one of the more complex skills to teach.

According to Brown (2001), the teaching of speaking should emphasize the development of communicative competence, which includes the ability to express ideas clearly, respond to others, and adapt language use based on the situation. To achieve this, teachers are encouraged to design activities that promote meaningful interaction, such as pair work, group discussions, and task-based communication.

In teaching speaking skills, mastery of micro and macro skills is very important. Micro skills include linguistic elements that support accuracy and fluency in speaking, while macro skills emphasise the use of language in meaningful interactions and communication contexts. Assalamah (2024) explains that macro strategies in language teaching form the basis for the development of micro strategies in the classroom, so that speaking learning can be carried out in a focused and contextual manner.

Teaching speaking skills to VII grade students needs to be tailored to the characteristics of learners who are still in the early stages of learning English. Therefore, speaking lessons should be designed to be communicative and contextual so that students have the confidence to use English in everyday situations. Brown (2001) states that speaking lessons should provide opportunities for students to interact meaningfully through communication activities.

To support the development of speaking skills, teachers can use various activities that provide opportunities for students to practise oral communication actively and contextually. These activities help students practise using simple expressions and increase their confidence in speaking. In addition, Assalamah (2024) emphasises that speaking teaching strategies need to be tailored to the needs and context of learners so that the learning process is more effective.

Difficulties in learning speaking skills among seventh-grade students are not only caused by limited language abilities, but also by a lack of opportunities to actively practise speaking in class. This condition can lower students' confidence and hinder the development of speaking skills. This is in line with Normawati

(2023), who stated that limited mastery of linguistic aspects and low self-confidence are the main factors in the speaking difficulties of EFL learners.

Speaking is an essential skill in learning English because it allows students to express their ideas, opinions, and feelings through oral communication. By practicing speaking, students can actively use the language in real communication situations. Therefore, teaching speaking should provide opportunities for students to practice using English meaningfully in the classroom. Brown (2001), explains that speaking is an interactive process in which learners produce and receive information to construct meaning during communication.

In the process of learning speaking, students often encounter several challenges when they are asked to communicate in English. Some students feel nervous or shy because they are afraid of making mistakes while speaking. Others may hesitate to speak due to limited vocabulary or lack of confidence. These difficulties can reduce students' willingness to participate in speaking activities in the classroom. According to Brown (2001), speaking is considered a complex language skill because learners must produce language immediately while interacting with others.

In order to communicate effectively, students need to master several components of speaking. These components include pronunciation, grammar, vocabulary, and fluency which support the clarity of communication. Speaking also requires students to organize their ideas and interact with other speakers during conversations. Brown (2001), states that speaking ability involves both micro and macro skills. Micro skills relate to the production of language elements such as

sounds, grammar, and vocabulary, while macro skills involve the ability to convey meaning and maintain communication in different social contexts.

Teaching speaking to grade 7 students should consider the students' level and learning needs. At this stage, students tend to understand language better when it is related to familiar topics in their daily lives. Therefore, teachers should use interactive learning activities that encourage students to participate actively in speaking practice. Activities such as role-playing and dialogue practice can help students feel more confident and motivated to speak English in the classroom.

Based on the explanation above, teachers need to apply appropriate teaching strategies to encourage students to practice speaking actively. Two strategies that can be used to improve students' speaking ability are role-playing and dubbing.

B. Role-playing

Role-playing is a learning or simulation method in which participants play a specific role in a particular situation or context. This method helps participants understand other people's points of view, practice social skills, and build a more real experience in the learning process. According to Ikhsan (2023), role-playing allows students to directly act out social issues and human relationships while being observed by other students as part of reflective learning.

The main purpose of role-playing is to improve students' communication skills, social skills, and understanding of real-life situations. In addition, this method also aims to develop creativity, critical thinking skills, and strengthen empathy for the characters or social situations being portrayed. According to Ikhsan (2023), role-playing provides students with the opportunity to act out human relationship

problems, helping them to better grasp interpersonal dynamics and social interactions in a practical way. This supports not only language learning but also holistic character development.

To support the effectiveness of role-playing activities in the classroom, there are some important criteria to consider. The scenarios used should be relevant to students' daily lives, each student should have a clearly defined role, and peer observation should be encouraged, followed by structured feedback. The teacher plays an important role as a facilitator who ensures the activity runs smoothly and is followed by reflection and discussion. Ikhsan (2023) emphasises that with proper implementation, role-playing can significantly improve students' speaking performance, build confidence, enhance collaboration, and encourage a deeper understanding of social situations. The method also fosters a more active, engaging, and meaningful classroom environment.

C. Dubbing

Dubbing actively engages students in practising their speaking skills by having them mimic and harmonise their voices with the characters in the video, such as mimicking the appropriate pronunciation, intonation, and expression. This activity helps students understand the content of the video while improving their foreign language speaking skills in a direct and contextualised way. Video dubbing makes the learning process more interactive and fun, and encourages creativity and deeper understanding. According to Liekas (2022), found that students had positive perceptions of video dubbing activities, stating that this technique not only improved their speaking abilities but also increased their motivation and confidence

to speak in English. The engaging nature of video dubbing helped students feel more connected to the learning material and made the classroom experience more enjoyable and meaningful.

The main purpose of video dubbing is to improve students' speaking skills, especially in pronunciation and intonation. In addition, video dubbing aims to enable students to understand the context of the conversation in the video, develop listening and speaking skills, and build confidence in foreign languages. This activity also encourages students' creativity and active participation in the learning process. According to Paramita (2022), dubbing translation in the classroom is not only beneficial for enhancing language skills but also plays an important role in boosting students' self-confidence and motivation. It provides a contextual learning experience that helps students better grasp real-life communication and cultural nuances in the target language.

Paramita (2022), several key criteria should be considered to ensure the effectiveness of video dubbing in the classroom. First, the video materials used must be relevant and understandable to students, allowing them to grasp the context of the dialogue. Second, students should be actively involved in the dubbing process to enhance their speaking performance and confidence. Third, the implementation requires accessible and user-friendly technology, such as Windows Movie Maker, to support smooth execution. These criteria contribute to creating a contextual and engaging learning environment that supports students' language development.

D. Previous Study

Several studies have been conducted to evaluate the effectiveness of various strategies in improving students' English speaking skills:

The first research was conducted by Yoniswan (2020) who examined the effectiveness of role-playing strategies on junior high school students' speaking skills. The results of his study showed that the use of this strategy significantly improved students' speaking skills, especially in terms of fluency and confidence. Role-playing is considered to help students develop their communication skills through direct practice in relevant contexts. A similar study was conducted by Marsevani (2024) in the form of classroom action research on high school students. This study also showed that role-playing strategies were able to increase students' confidence in speaking English and had a positive impact on pronunciation and vocabulary mastery.

Meanwhile, another approach was studied by Yen (2021), who used the movie dubbing technique to improve pronunciation skills. The results of the study showed an increase in students' intonation and articulation, as well as an increase in confidence in speaking English after participating in dubbing activities. Another Research by Liekas (2022) emphasized students' perceptions of the video dubbing technique. The results showed that students felt more motivated and active during the speaking learning process because this method was considered fun and contextual.

Choi and Sinwongsuwat (2024) compared two strategies, namely vlogging and role-playing, in learning English. They found that both methods have their own

benefits. The role-playing strategy is considered superior in terms of collaboration and improvisation, while vlogging encourages individual creativity. From these studies, it can be concluded that both role-playing and dubbing strategies have been proven effective in improving speaking skills. However, until now there has not been much research that directly compares the effectiveness of the two strategies, especially in the context of junior high school students' learning. Therefore, this study aims to fill this gap by comparing the effectiveness of role-playing and dubbing strategies on junior high school students' speaking skills.

Mariyanah (2023) found that the role-playing method was effective in improving students' speaking skills. The study showed that students became more confident and active during the learning process. In addition, role-playing helped students practice English communication in meaningful situations. However, the study only focused on the implementation of role-playing strategy without comparing it with other teaching strategies. Therefore, the present study compares role-playing and dubbing strategies in teaching speaking skills.

Hamzah et al. (2025) found that the dubbing method and learning videos improved students' English speaking skills. The study showed that students became more confident and active during speaking activities. In addition, dubbing activities helped students practice pronunciation and fluency through audiovisual media. However, the study only focused on the implementation of dubbing strategy without comparing it with other teaching strategies. Therefore, the present study compares dubbing and role-playing strategies in teaching speaking skills.

Based on the previous studies above, both role-playing and dubbing have shown positive effects on improving students' speaking skills. However, earlier studies mainly examined each strategy individually. Research that directly compares the two strategies, especially in the context of junior high school students, is still limited. Therefore, this study is conducted to compare the effectiveness of role-playing and dubbing in teaching speaking skills.