

Chapter II

Theoretical Foundation

This chapter presents the theories related to this study. It mainly supports how the role-playing method able to encourage students in their speaking activity. Those theories are namely speaking, role-playing as a teaching speaking technique, and recount text.

2.1 Speaking

2.1.1 The nature of Speaking

Speaking is a skill used by someone in daily life communication whether at school or outside. It consists of competence in sending and receiving messages (Huebner, 1960). In addition, Burns and Joyce (1997) defined speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. Its forms and meaning are depending on the context in which it occurs, the participants, and the purpose of speaking. It concludes that speaking is an activity to produce feelings, ideas, wish from speaker to listener for achieving information.

Speaking is used for many different purpose and each purpose involves different skill. Moreover, Brown (2001) mention that there are six types of speaking performance:

1. Imitative

Imitative is drilling the student's practice to repeat or imitate words, phrase, sentence. It does not focus on the purpose of meaningful interaction but focuses on some particular language forms.

2. Intensive

The intensive is a step beyond imitative. It is kind of speaking in which students try to imitate any speaking performance for practicing some phonological or grammatical aspect to

language. It can be initiated by students, or it can be part of some pair work form activities as well.

3. Responsive

Responsive is a short replies to question or comments between student and teacher, or between student and their pair. It usually formed in a very short dialogue.

4. Transactional (Dialogue)

Transactional is aimed at conveying or exchanging information. It goes beyond responsive language where the dialogue is to convey or to elaborate the information.

5. Interpersonal (Dialogue)

Interpersonal is purposed for maintaining social relationship rather than conveying information.

6. Extensive (Monologue)

Extensive is a monologue form for advance level.it can be in form or oral reports, summaries or event short speech. It can be planned or impromptu and register is formal and deliberate.

In addition, Brown (2001) highlighted some particularities of spoken language that makes speaking skills somewhat difficult to acquire, “such as clustering, redundancy, reduced form performance, variables, colloquial language, the rate of deliver, stress, rhythm, intonation and interaction”. Therefore speaking skill is the most difficult to possess, but yet it is also the highest demand of the four language skill (speaking, writing, reading, and listening). Furthermore, speaking seems to be the most difficult skill that student may possess because it needs a great deal of practice and exposure.

2.1.2 Teaching Speaking

Teaching speaking can sometimes be extremely easy. However, in another time it is not so easy to get student going. Nunan (2003) says that teaching speaking is to teach student learn to:

1. Produce the English speech sound and sound pattern.
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, situation, audience, and subject matter.
4. Organize their thoughts in meaningful, and logical sequence.
5. Use language as a mean of expressing values and judgements.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

In teaching speaking, the teacher may encounter some problems in developing speaking skill in classroom condition. Dakowska in Kusnierek (2015) argued that student are constantly encourage to use the target language during the classes, but when lesson is over, they have no possibility to use it in daily routine. This notion is supported by Rubiati (2010), she believe that students' problem in speaking is they only have a once little chance to practice speaking out of class because most of their friends use mother language.

Therefore, teacher need and appropriate technique to overcome those problems. Brown (2001) pointed out some technique in teaching speaking, as follows:

1. Use technique that cover the spectrum that learners needs, from language based on accuracy to message-based focus on interaction, meaning, and fluency
2. Provide intrinsically motivating technique
3. Encourage to use of authentic language in meaningful context
4. Provide appropriate feedback and correction
5. Capitalize on the natural link between speaking and listening

6. Give student opportunities to initiate oral communication
7. Encourage the development of speaking strategies

Moreover, Bacham and Palmer (1996) as cited in McKay (2006) set out a model of language knowledge to describe the characteristics of oral interaction. The model can be used to provide a theory-based view of the characteristic of children's developing oral language, incorporating the range of knowledge that children need to be able to deal with the realities of interactive discourse in social and classroom context. The extent of language development that is sought after will depend on the curriculum requirements and/or the situations that children will encounter in the target language.

Depending on the curriculum requirements, and the situations children encounter, their development of oral language ability needs to include the following areas of language knowledge:

1. Grammatical knowledge

Children's knowledge of vocabulary, syntax and phonology needs to grow and deepen. Their syntax needs to increase in accuracy. Their knowledge of phonology needs to improve. They need to utter sounds, words and sentence clearly with appropriate pronunciation and intonation. They need increasingly to be able to understand the different meanings implied by different intonation patterns.

2. Textual knowledge

Children need to be increasingly able to speak in ways that are cohesive and well-organized; they need to do this both in conversational interactions and in extended speaking turns. For example, they need to be able to use and understand conjunctions that join sentence and paragraphs together. They need to be improved in their ability to use relative clauses. They need to learn how to refer back to other parts of the sentence. In listening, children need to improve their ability to use

textual knowledge to understand what is being said. They need to learn how to listen both to conversations and to extended texts.

3. Functional knowledge

Children’s ability to use language for many different function needs to grow. They need to learn how to use language to get what they want, to learn, to imagine things, to think about things. They need to learn how to understand the purposes behind the language that is spoken to them, even when the purposes are not directly stated.

4. Sociolinguistic knowledge

Children need to learn to use oral language appropriate to the language use situation that they are in. they need to learn, to use and understand the idioms and cultural references that they encounter in target language situation. They need to learn how to appreciate the humor, the attitudes, beliefs, and values inherent in the talk of other people from different cultures, and to communicate and act in ways that help them to reach out people from another culture.

In addition, O’Grady (2005) divided student speaking skill into 5 aspects, namely “Comprehension, fluency, vocabulary, pronunciation and grammar”, then the 5 aspect are assessed into 5 levels.

Table 2.1.2.1

Student Oral Proficiency Rating

	Level 1	Level 2	Level 3	Level 4	Level 5
Comprehen- sion	Can not understand even simple	Has great difficult following what is said. Can	Understand most of what is said at slower than normal speed	Understand nearly everything at normal speed,	Understand everyday conversation and normal

	conversation.	comprehend only 'social conversation' spoken slowly and with frequent repetitions.	with repetitions.	although occasional repetition may be necessary.	classroom discussion without difficult.
Fluency	Speech is so halting and fragmentary as to make conversation virtual impossible.	Usually hesitant: often forced into a silence by language limitation.	Speech everyday communication and classroom discussion is frequently disrupted by the student's search for the correct manner of expression	Speech in everyday communication and classroom discussion is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday communication and classroom discussion is fluent and effortless, approximating that of native speaker.
Vocabulary	Vocabulary limitation are	Misuse of word and very	Frequently uses the wrong words;	Occasionally uses	Use vocabulary and

	so extreme as to make conversation virtually impossible.	limited vocabulary make comprehension quite difficult.	conversation somewhat limited because of inadequate vocabulary	inappropriate terms or must rephrase ideas because of inadequate vocabulary.	idioms approximates that of a native speaker.
Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible	Very hard to understand because pronunciation problems. Most frequently repeat in order to be understood.	Pronunciation problems necessitate concentration the part of listener and occasionally lead to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation problem	Pronunciation and intonation approximate a native speaker's.
Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase or restrict what is	Makes frequent error of grammar and word which occasionally obscure meaning.	Occasionally makes grammatical and word order error do not obscure meaning.	Grammatical usage and word order approximate a native speaker's

		said to basic pattern.			
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Taken from: O'Grady (2005, p.290-292)

2.1.3 Principles in Teaching Speaking

According to teaching speaking skills, Ur (2009) suggested that there were several principles on hand.

- The first principle is that to make sure teaching takes place intended way, it is critical to create a high level of motivation
- The second principle is when students are motivated enough to get involved in the lesson, the teacher should give them the maximum number of opportunities possible to practice the target language in meaningful context and situation which helps to facilities acquisition for all learners rather than grammatical explanation or linguistic analysis.
- Thirdly, there should be a requirement for accuracy and fluency and the way to integrate them properly into speaking. However, task should be employed to communicate meaning without too much focusing on accuracy and encourage to help learners explore creative ways of expressing themselves.
- Fourthly, another key to improve learner's ability to speak is interaction. The functions of spoken language are interactional and transactional. Interactional maintains the social relationship and transactional conveys information and idea. Through interaction, learners can learn to communicate verbally and nonverbally as well to create a discourse that conveys their intention in real-life communication.
- Fifthly, to accomplish a successfully speaking class, teachers need to create relatively full participation through which every student is given chance to speak equally. Even participation

helps to avoid the case in which the introverted personalities may feel crushed by the more expressive participants and lose the little confidence they possess while the confident ones may feel unsatisfied, bored and discouraged.

The writer strongly agrees with these principles on teaching speaking that stated by Ur (2009). Motivation is indeed the first on the list which could influence the student's comprehension of the occurring lesson. In this case, the writer focuses on giving the students more time to practice the target language (english) by implementing role-playing method to study speaking through recount text. When the students perform the role play, the writer as the teacher would let them having the best experience of using the target language without pointing the mistakes of grammar that the students may do to further obtain their motivation in learning the language for conveying messages, as the third principle stated.

As mentioned in the forth principle, interaction among students will also occur when they are implementing the role-playing method through recount text. The students will play the character in the recount text, allowing them to interact with each other. The writer can't be more agree by this forth principle that Ur stated. At last, in the fifth principle, Ur stated that all students should have equal participation so none of them feel left out. The writer also strongly believe with this idea. The writer makes sure that the students have the equal chance to speak by assigning each of them an active role in the role-playing performance.

2.2 Role-Play as a Teaching Speaking Technique

2.2.1 Definition of Role-Play

According to Brown and Abeywickrama (2006), role-play is a popular pedagogical activity in communicative language-teaching classes. Within constraints set forth by the guidelines, it frees student to be somewhat creative in their linguistic output. Schelin (2006) as cited in Haruyama (2008)

claimed that role-play is a very useful EFL/ESL learning tools. In role-play, student assume a role and play a part in a specific situation.

Moreover, Budden (2004) defined that role-play is any speaking activity when your either put yourself in somebody else's shoes or when you stay in your own shoes but put yourself into an imaginary situation. From the definition above, the writer views that role-play is a technique which involves fantasy or imagination to be someone else in a specific situation for a while, improving dialogue and creating a real world in the scenario. It aims at the student encourage thinking and creatively, lets develop and practice new language and create the motivation for learning.

2.2.2 Step in Using Role-Play

According to Richards (2008) role-play activities are a familiar technique for practicing real-world transaction and typically involve the following steps:

1. *Preparing*: Reviewing vocabulary, real-world knowledge related to the content and the context of the role-playing;
2. *Modeling*, and *eliciting*: Demonstrating the stages that are typically involved in the transaction, eliciting suggestions for how each stage can be carried out, and teaching the functional language needed for each stage;
3. *Practicing* and *reviewing*: Assigning students roles and practicing role using cue cards or realia to provide language and other support.

For more detail explanation, Livingstone (1983) as cited in Kodotchigova (2002) elaborated some guides to make successful role-play, as follows:

1. A situation for a Role-play

To begin with, choose a situation for a role-play, keeping in mind student' needs and interest. Teachers should select role-plays that will give student an opportunity to practice what that they have learned. At the same time, we need a role-play that interest the student.

2. Role-play Design

After choosing a context for a role-play, the next step is to come up with ideas on how this situation may develop. Student' level of language proficiency should be taken into consideration. If the role-play requires more profound linguistic competence than student possess, it would probably be better to simplify it or to leave it until appropriate

3. Linguistic Preparation

After selecting a suitable role-play, predict the language needed for it. At the beginning level, the language needed is almost completely predictable. The higher the level of student, the more difficult it is prefigure accurately what language students will need. It is recommended to introduce any new vocabulary before the role-play.

4. Factual Preparation

This step implies providing the student with concrete information and clear role description so that they could play their roles with confidence.

5. Assigning the Roles

Some instructor as for volunteers to act out role-play in front of the class, though it might be a good idea to plan advance what roles to assign to which student. At the beginning level, the teacher can take one of the role and act it out as a model.

Whether taking any part in the role –play or not, the role of the teacher is to be as unobtrusive as possible. He or she is listening students' error mistakes and noted during the role-play will provide the teacher with feedback for further practice and revision. It is recommended

that the instructor avoids intervening in a role-play with error correction not to discourage the student.

6. Follow-up

Follow-up mean asking every student's opinion about the role-play and welcoming their comments. The aim is to discuss what has happened in the role-play and what they have learned. In addition to evaluation, a group discussion can be used.

The steps above do not mean an exact to be used. They are flexible; the teacher can create or develop the steps which are appropriate and suitable for his/her own class.

2.2.3 The Function of Role-Play in Teaching Speaking

Role-play is an appropriate technique to be used in teaching speaking. This can increase the motivation of children to speak English. Ments (1999) mentioned that "role-play is motivational and effective because it involves activity." Similarly, Mason (2006) found that role-playing activity can be a highly effective means of motivating and enabling student to use language creatively and authentically. It expresses hidden feeling, the student can discuss private issues and problems, enable students to emphasize with others and understand their motivation.

Combining role-play with teaching speaking is a good a way to ease passive learners to share their feeling with and participate in group lesson and discussion. Harmer (1989) believed that role-play allows hesitant students to be more forthright in their opinions and behavior without having to take responsibility for what they say in the way that they do when they are speaking for themselves.

According to Abidin, Osman, and Hosseini (2012) activities such as simulation and role-playing will encourage students to think creatively. The students can also explore their creativity while performing the role play. Hence, it is one of the enjoyable and fun activities in the classes.

From the explanation above, role-playing is an appropriate technique to be implemented. Role-playing method provides ways for student to be physically and mentally active while learning a language. Furthermore, it will also be in line with the natural development of the students.

2.3 Recount Text

The subchapter below, the researcher elaborates about the definition of recount text, purpose of recount text, types of recount text, linguistic features of recount text and schematic structure of recount text.

2.3.1 Definition of Recount Text

Recount text is a kind of text which has function to retail past events for the purpose of informing or entertaining (Wignell,1994). According to Palmer (2011), recount is the most common type of non-fiction writing and includes regular ‘news’ or a dairy writing; accounts of outings and holiday activities, true stories or events in history. While, in addition to this, Anderson (2003) explain that recount text is a text that tells the readers about something that happened in the past or retell past events or activities and has purpose to give detail information about what and when that event happened. Moreover, Evan (2002) states that “recount text is chronological retelling event”. While, Keir (2009) also says that the chronological order of the recount text types assists the readers to understand the time sequence of the events.

2.3.2 Purpose of Recount Text

According to Palmer (2011), the purpose of recount text is to retell several events usually is from the point of view of someone who was there in a certain situation. Moreover, Pyke (2013) adds that recount text will be much more interesting if the writer tells the reader about the feelings of the characters in the text such as fear, pride or disappointment. A recount is an easy-to-read text because it usually tells stories of people’s daily activities.

The writer chose recount text as the object of this research paper because she thinks this text is able to be performed in role-play activity. The students will each have a role based on the characters of the text. It will also allow the students to develop their imagination and creativity while performing the role play in front of their friends. The grammatical feature of a recount text is also usually less complicated, only consisting of past tenses, daily verbs, and relatable activities which encourage the writer to choose recount text for this research. The writer strongly believes that by performing role-play that is supported by the ease to understand the recount text, the student's comprehension, and motivation would also be increased, especially in improving their speaking skill.

2.3.3 Types of Recount Text

(Derewianka, 1990) classifies recount text into three types. The first type named personal recount which tells about what happened in the past focusing on one person's life or an activity that the writer has personally involved in, for the example diary entry and anecdote. The second is factual recount which tells and records the particular events in incidents, such as police report, news report and historical account (Emilia, 2011). The third type is imaginative recount which text an imaginary role and gives details of events (Emilia, 2011).

Feeze and Joyce (2006) also have their own statement regarding to the types of recount text. The first type is biographical recount. The second type is historical recount which tells the readers what happened in the past, focusing on groups of people who lived through a historical period. The third type is historical account, this kind of recount text purpose to show why things happened in the past and to evaluate what happened in the past. The last type is procedural recount which tells the readers how something was made or done in the time order and with accuracy.

To sum up based on the description above, there are seven different types of recount text, there are: personal recount, factual recount, imaginative recount, procedural recount, biographical recount,

literary recount, and historical recount. Each of them has different characteristic and feature. But, from those seven type of recount text there are only three of them which usually learned by junior high school and senior high school student in Indonesia, those are personal recount text, factual recount text and imaginative recount text.

2.3.4 Language Feature and Generic Structure of Recount Text

According to Derewianka (2004), there are some language features in recount text. First, a specific participants to identify who is involved in the text. Second, the use of past tense to retell the past events. Third, the use of action verb and the last one is the use of linking items or descriptive words to give details about when, who, what, where, and how. Gerot and Wignel (2008) explain that there are four linguistic features found in recount text, those are specific participants, temporal sequence, circumstance of time and place, material processes and past tense. Table 2.2 below shows the example for the Gerot and Wignel’s explanation.

Table 2.3.4.1

Language features of Recount Text from Gerot and Wignel

No	Language Features	Example
1	Specific Participants	I went to Yogyakarta las holiday. My parents bought batik in Malioboro
2	Circumstance of Place and Time	When I went to Borobudur Temple ,... On the next day , I went to Parangtritis beach.
3	Temporal Sequence	After visiting the Borobudur, we took

		some photos around the city.
4	Temporal Sequence	I with my family went to Bali Actor = I with my family Material = went Circumstance of place = Bali
5	Past Tense	We went to Keraton Jogjakarta We arrived in Bandung

While, regarding to the generic structure, Palmer (2011) states that recount text contains three generic structure. The first is orientation which tells the reader about the setting of the story. According to Derewianka (2004) orientation is the part that established the time, setting, and who/what is participated in the text. The second is sequential organization or events. In this structure, the writer writes the event chronologically. The last is closing statement(s) or reorientation. Reorientation is the final section that concludes the recount by summarizing the results and evaluating the topic (Derewianka 2004). Anderson (1997) elaborates the element as follow:

a. Orientation

This part gives the background information which introduces person, in this element, time and place are usually established. Such an element often has a time reference (for examples, *Last holiday, last week*, etc) or background information about who, when, and where.

b. Sequence of Events

Anderson (1997) explain that this part tells the sequence of event that are recounted. In this part, temporal and often additive connections are important in creating the sequence. Some expression of attitude or emotional response to event is often introduce the sequence of event.

Sequence of event is a series of event in chronological order. The writer usually put his or her personal comments or statement in this part.

c. Re-orientation

This element closes the story. This part is not always necessary (optional), often by returning the participant to the point when they started. Re-orientation tells a summary of the text is about.

Table 2.3.4.2

The example of recount text with its generic structures (Adopted from Emilia, 2011)

Structure	Example of the Text
Orientation	A couple of weeks ago, I went to a nice café in Eltham. It was called volumes.
Sequence of Events	When I walked through the door, I could smell coffee toast and pasta. It smelt delicious. I got spring rolls with salad. The spring rolls felt oily but tasted nice. The salad felt sour and disgusting. My brother got chip and fish. The fish looked gross but the chips were nice. In the café they have mini book shop. I got a horse stencil book. My brother Liam got a pen with a book light on the end.
Re-Orientation	I really like the café, then I had to leave the smell. Because tomorrow I have to

	go to Edinburg city.
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