CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Teaching Speaking

Teaching speaking is to teach ESL learners to:

a. Produce the English speech sounds and sound patterns

b. Use word and sentence stress, intonation patterns and the rhythm of the second language.

c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

d. Organize their thoughts in a meaningful and logical sequence.

e. Use language as a means of expressing values and judgments.

f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.[4]

a. Goals and Techniques for Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message

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[4] H. Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language". *The Internet TESL Journal.* Vol. XII No. 11, November 2006, pp.1.

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due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.[5]

1) Language input

Language input comes in the form of teacher talk, listening activity, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

a) Content-oriented input focuses on information, whether it is simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

b) Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary,

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[5] http://www.nclrc.org/essentials/speaking/goalsspeak.htm, "Teaching Speaking: Goals and Techniques for Teaching Speaking". *The National Capital Language Resource Center, Washington, DC*, accessed on April 16th, 2015, pp.1.

pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

2) Structured output

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination

with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. textbook exercises also often make good structured output practice activities.

3) Communicative Output

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

b. Strategies for Developing Speaking Skills

Speaking skills, like listening skills, are often neglected in the classroom or teachers assume that they are an area that does not require instruction or facilitation. In order to communicate effectively through speaking, children must exhibit fluency, clarity, and an awareness of audience. Such verbal communication skills are learned through practice and observation of an effective speaker, such as the teacher.[6] Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in

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[6] Yellen, et.al, "Developing Speaking Skills". *Holcomb Hathaway Publishers, Scottsdale, AZ,* www.holcombhathawaypublishers.com, accesed on November 1st, 2013, pp.1.

using it. These instructor help students learn to speak so that the students can use speaking to learn.[7]

1) Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2) Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments,

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[7] www.nclrc.org/essentials/speaking/stratspeak.htm, "Teaching Speaking: Strategies for Developing Speaking Skills". *The National Capital Language Resource Center, Washington, DC*, accessed on December 24th, 2013, pp.1.

invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3) **Using language to talk about language**

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

c. Developing Speaking Activities[8]

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic

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[8] www.nclrc.org/essentials/speaking/developspeak.htm, "Teaching Speaking: Developing Speaking Activities". *The National Capital Language Resource Center, Washington, DC*, accessed on December 24th, 2013, pp.1.

communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

d. Activities to Promote Speaking[9]

1) Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this

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[9] H. Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language". *The Internet TESL Journal.* Vol. XII No. 11, November 2006, pp.2.

purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2) Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activity, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" stated Harmer cited in Kayi[10].

3) **Information Gap**

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

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[10] Ibid.

4) Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

5) Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own story to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

6) Interviews

Students can conduct interviews on selected topics with variety people. It is a good idea that the teacher provides a rubric to students so

that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

7) Reporting

Before coming to class, students are asked to read the newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

e. Suggestions for Teachers in Teaching Speaking[11]

Here are some suggestions for English language teachers while teaching oral language:

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[11] Ibid, pp.4.

1) Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

2) Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

3) Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

4) Indicate positive signs when commenting on a student's response.

5) Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.

6) Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…"

7) Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

8) Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

9) Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

10) Provide the vocabulary beforehand that students need in speaking activities.

11) Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

f. Assessing Speaking[12]

Testing, both informally and formally, takes places at the beginning and at the end of most language course, as well as various times during the course itself. We have already noted that, at placement, and assessment of learner's speaking skill can be done by means of an interview that includes different oral tasks. A placements test that includes no spoken component provides an inadequate basis for assessing speaking, and the same can be said for any test of overall language proficiency, whether it aims to test progress during the course, or achievement at the end of it.

The problem, however, with including an oral component in a test is that it considerably complicates the testing procedure, both in terms of its practicality and the way assessment criteria can be reliably applied. Setting and marking a written test of grammar is relatively easy and time-efficient. A test of speaking, on the other hand, is not. If all the students of a class

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[12] Scott Thornbury, *How to Teach Speaking*. Longman, pp. 124-126

have to be interviewed individually, the disruption caused, and the time taken, may seem to outweigh the benefits. Moreover, different testers may have very different criteria for judging speaking, differences that are less acute when it comes to judging writing or grammar knowledge, for example.

All these difficulties aside, a language program that prioritizes speaking but doesn't test in through speaking can't be said to be doing its job properly. To re-state a point made earlier: a test of grammar is not a test of speaking. The need to test speaking through speaking is particularly acute if learners are hoping to enter for a public examination which includes a speaking component, such as the Cambridge First Certificate in English (FCE) or the International English Language Testing Service (IELTS) examination. Furthermore, where teacher or students are reluctant to engage in much classroom speaking, the effect of an oral in the final examination can be a powerful incentive to 'do more speaking' in class. This is known as the wash back effect of testing, i.e. the oral nature of the test 'washes back' into the coursework that precedes it.

It therefore makes sense to incorporate oral testing procedures into language course despite the difficulties. Since the activities designed to test speaking are generally the same as the kinds of activities designed to practice speaking, there need be no disruption to classroom practice. The

challenge is more in deciding and applying satisfactory assessment criteria. The most commonly used spoken test types are these:

1) Interviews

These are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. The class can be set some writing or reading task (or even the written component of the examination) while individuals are called out, one by one, for their interviewer. Such interviews are not without their problem, though. The rather formal nature of interviews (whether the interviewer is the learner's teacher or an outside examiner) means that the situation is hardly conducive to testing more informal, conversational speaking styles. Not surprisingly, students often underperform interview-type conditions. It is also difficult to eliminate the effects of the interview – his or her questioning style, for example – on the interviewee's performance. Finally, if the interviewer is also the assessor, it may be difficult to maintain the flow of the talk same time making objective judgments about interviewee's speaking ability. Nevertheless, there are ways of circumventing some of these problems. A casual chat at the beginning can help put candidates at their ease. The use of pictures or pre-selected topic as a focus for the interview can help, especially if

candidates are given one or two minutes to prepare themselves in advance. If the questions are the same for each interview, the interviewer effect is at least the same for all candidates. And having a third party present to co-assess the candidate can help ensure of objectivity.

2) Live Monologues

The candidates prepare a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interviews. If other students take the role of the audience, a question-and-answer stage can be included, which will provide some evidence of the speaker's ability to speak interactively and spontaneously. But giving a talk or presentation is only really a valid test if these are skills that learners are likely to need, e.g. if their purpose for learning English is business, law, or education.

3) Recorded Monologue

There are perhaps less stressful than a more public performance and, for informal testing, they are also more practicable in a way that live monologue are not. Learners can take turns to record themselves talking about a favorite sport or pastime, for example, in a room adjacent to the

classroom, with minimal disruption to the lesson. The advantages of recorded tests is that the assessment can be after the event, and result can be 'triangulated' − that is, other examiners can rate the recording and their rating can be compared to ensure standardization.

4) Role-plays

Most students will be used to doing at least simple role-plays in class, so the same format can be used for testing. The other 'role' can be played either by the tester or another students, but again, the influence of the interlocutor is hard to control. The role-play should not require sophisticated performance skills or a lot of imagination. Situations grounded in everyday reality are best. They role-play should use the information in a travel brochure to make a booking at a travel agency. This kind of test is particularly valid if it closely matches the learners' needs. One problem, though, with basing the test around written data is that it then becomes a partial test of reading of reading skills as well.

5) Collaborative Task and Discussions

These are similar to role-plays except that the learners are not required to assume a role but simply to be themselves. For example, two candidates might be set the task of choosing between selections of job

applicants on the basis of their own opinions to a set of statements relevant to a theme. Of course, as with role-plays, the performance of one candidate is likely to affect that of the others, but at least the learners' interactive skills can be observed in circumstances that closely approximate real-life language use.

2. Role Play

Role-play is a piece of activity exploited by different approaches to language teaching. It is a useful tool since through this activity, according to Tateyama cited in Aliakbari[13] states that more cognitive demands on learners' comprehension and production system are made and learners' ability to instantaneously incorporate sociopragmatic and pragmalinguistic knowledge in interaction are examined. The reasons to adopt role-play here are threefold:

a. First, it is challenging; in role plays learners display instantaneously sociopragmatic and pragmalinguistic knowledge in interaction.

b. Second, role-play is fun and motivating. It provides the chance for quieter students to express themselves in a more forthright way and the world of the classroom is broadened to include the outside world, thus offering a much wider range of language opportunities.

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[13] M. Aliakbari, – B. Jamalvandi, "The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability; a Task-Based Approach". *Journal of Pan-Pacific Association of Applied Linguistics*, 2010, pp.20.

c. Finally, it is a piece of activity which Tateyama has practiced in conversation classes for years.

In addition, "The technique is virtually one of the ways we can give our learners the opportunity to practice improving a range of real-life spoken language in the classroom." states Che-jun cited in Aliakbari.[14]

When students were assigned a situation to role play in, they had put in the effort to think of the appropriate language that could be used to express their views and thoughts for communication. It also helped them to acquire speaking skill and oral fluency, which also helped to boost their confidence level. As speaking skill requires more 'practice and exposure', role play can play an effective role. A clear observation of the similarly assigned situation helped the students to adapt to the moods and vocal expression of the given situation, which they could then perform. For example, when they were assigned to play the roles of a salesman and a customer, they were introduced to a 'different social context' which was new, interesting, and challenging for them. It gave them an opportunity to show their creativity because the life style, language, emotion, environment, expression and body language would be different. As they took preparation for the play, it not only helped them to gain their confidence but also helped in acquiring fluency in the target language. In role play, although as teachers we gave them selected topics,

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[14] Ibid

they selected the words that suited the situation and also helped them to increase their vocabulary.[15]

a. Stage of Role-play[16]

In role-playing the student is representing and experiencing a character known in everyday life. The use of role-playing emphasizes personal concerns, problems, behavior, and active participation. It improves interpersonal skills, improves communication skills, and enhances communication.

The role-playing approach can be used in a variety of settings, including the classroom. The principle behind role-playing is that the student assumes a particular personality of a different person, such as a historical character.

One possible use of role-playing might be to introduce a topic, using the students' background knowledge to introduce and interest them in a new unit of study. But probably more often, role-playing is used as a strategy in which students use their background knowledge in addition to acquiring new information about the character in order to better play the role.

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[15] Priscilla Islam, - Tazria Islam, "Effectiveness of role play in enhancing the speaking skills of the learners in a large classroom: An investigation of tertiary level students". Bangladesh: *Stamford University Bangladesh,* 2012*,* pp.220.

[16] Lori Jarvis, et.al, "Role-Playing as a Teaching Strategy". *Staff Development and Presentation,* 2002, pp. 3-4.

Skilled teachers have generally used skits, plays, newscasts, and other forms of drama to motivate students when new information in introduced. Role playing activities can be divided into four stages:

1) Preparation and explanation of the activity by the teacher

2) Student preparation of the activity

3) The role-playing

4) The discussion or debriefing after the role-play activity

b. Advantages of Using Role-play[17]

The educational advantages from using role-play in teaching include the following:

1) It encourages individuals, while in role, to reflect upon their knowledge of a subject. As such, role-play is an excellent teaching method for reviewing material at the end of a course of study.

2) Individuals are required to use appropriate concepts and arguments as defined by their role. As roles change, so might relevant concepts and arguments. Students may come, as a consequence, to appreciate more fully the relevance of diverse opinion, and where and how it is formed.

3) Participation helps embed concepts. The importance of creating an active learning environment is well recognized if the objective is one of

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[17] Ibid, pp.4.

deep, rather than surface learning. Role-playing can make a valuable contribution in this process.

4) It gives life and immediacy to academic material that can be largely descriptive and/ or theoretical.

5) It can encourage students to empathize with the position and feelings of others - something that, in the normal process of teaching, is likely to be missed.

c. **Example of Role-play Situation**

1) **Example 1[18]**

Student A: Your hobby is tennis. You love sports and you don't normally approve of "quiet" hobbies like painting, gardening and such like. Tell your friend about your hobby and ask him/ hers. Perhaps you'll change your opinion about "quiet" hobbies.

Student B: Your hobby is knitting. You love making things with your own hands. You don't really like sports and games like tennis and football because you see no sense in them. Tell your friend about your hobby and ask him/ hers. Perhaps you'll change your opinion about "active" hobbies.

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[18] Ulyanova N.P. et.al, "Focus on Speaking (Fluency Activities Book for Second Year Students)". 2005, pp.17

2) **Example 2**[19]

Student A: You have a lot of on-line friends, you're an experienced Internet user and you can't live without it. Your mother thinks that you are missing your real life spending your time on-line. She tries to make you spend more time doing your homework or playing with friends, but not on the computer. Make her see that the Internet is a really cool thing, that your on-line friends are real too, they just live on the other side of the world. You are not missing out on your real life, on the contrary, your life is full and interesting.

Student B: Your son/ daughter have a lot of on-line friends, he/ she is an experienced Internet user and he/ she can't live without it. You think that he/ she is missing out on his/ her real life spending his/ her time on-line. You try to make him/ her spend more time doing his/ her homework or playing with friends, but not on the computer.

3) **Example 3**[20]

Student A: You are going on holiday. You are worried about the safety of your flat. Ask your friend to give you some advice on how to make your flat safe.

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[19] Ibid, pp.19.

[20] Ibid, pp.22.

Student B: Your friend is going on holiday. You are worried about the safety of his/ her flat. He/ she feels really nervous. Give him/ her advice on how to make his/ her flat safe.

3. **Pronunciation**

   a. **Why Teach Pronunciation?**[21]

   A consideration of learners' pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom. When a learner says, for example, *soap* in a situation such as a restaurant when they should have said *soup,* the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of the waitress). A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker.

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[21] Gerald Kelly, "*How to Teach Pronunciaton.* Longman". 2000, pp. 11.

b. Problems and Approaches in Pronunciation Teaching[22]

There are two key problems with pronunciation teaching. Firstly it tends to be neglected. And secondly when it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned.

1.) A Paradox

The fact that pronunciation tends to suffer from neglect may not be due to teaching lacking interest in the subject but rather to a feeling of doubt as to how to teach it. Many experienced teachers would admit to a lack of knowledge of the theory of pronunciation and they may therefore feel the need to improve their practical skills in pronunciation teaching. In spite of the fact that trainees and less experienced teachers may be very interested in pronunciation, their concern with grammar and vocabulary tends to take precedence. Language learners, on the other hands, often show considerable enthusiasm for pronunciation. They feel it something that would help them to communicate better. So, paradoxically, even though both teachers and learners are keen on the subject, it is often neglected.

Teachers of pronunciation need:

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[22] Ibid, pp. 13-14.

1. A good grounding in theoretical knowledge

2. Practical classroom skill

3. Access to good ideas for classroom activities

2.) From Reactive to Planned Teaching

A lot of pronunciation teaching tends to be done in response to errors which students make in the classroom. Such reactive teaching is, of course, absolutely necessary, and will always be so. Grammatical and lexical difficulties arise in the classroom too, and teachers also deal with these reactively. However, when it comes to planning a lesson or devising a timetable of work to be covered, teachers tend to make grammar their first concern. Lexis follows closely behind, with items of vocabulary and longer phrase being 'slotted in' where appropriate. A look at the contents pages of most coursebooks will show that we tend to think of the organization of language in terms of grammatical structures, although some more recent publication claim to have a lexically arranged syllabus. Therefore, it is quite natural to make grammar the primary reference when planning lessons.

Yet pronunciation work can, and should, be planned for too. Teachers should regard features of pronunciation as integral to language analysis and lesson planning. Any analysis of language that disregards

or sidelines factors of pronunciation is incomplete. Similarly, a lesson which focuses on particular language structures or lexis needs to include features of pronunciation in order to give students the full picture, and hence a better chance of being able to communicate successfully. While planning, teachers should decide what pronunciation issues are relevant to the particular structures and lexis being dealt with in the lesson. They can also anticipate the pronunciation difficulties their students are likely to experience, and further plan their lesson accordingly. There will still, of course, be reactive work to be done in the classroom, just as there is with grammar and lexis, but by anticipating and planning, the teacher can present a fuller analysis to learners, and give them the opportunity for fuller language practice. Integrating pronunciation teaching fully with the study of grammatical and lexical features has the further incremental benefit that learners will increasingly appreciate the significance of pronunciation in determining successful communication.

Sample lesson divided into three main types:

a.) Integrated lessons, in which pronunciation forms an essential part of the language analysis and the planning process, and the language presentation and practice within the lesson.

b.) Remedial or reactive lessons, where a pronunciation difficulty which arise in class is dealt with there and then, in order to facilitate the successful achievement of classroom tasks.

c.) Practice lessons, in which a particular feature of pronunciation is isolated and practiced for its own sake, forming the main focus of a lesson period.

B. Review of Previous Studies

There are some previous studies that attempted to explain speaking activities especially about storytelling and role play dialogue. First, the study conducted by M. Aliakbari and B. Jamalvadi entitled "The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability: A Task-Based Approach". The similarity with this research: 1. Using pre and post-test to measure the subjects' speaking ability. The differences with this research: 1. the participant of previous study is university students. The subject of this research is still senior high school students. 2. The previous study focus on the assessment of writing and speaking. This research is only focus on speaking. 3. In research design, the previous study uses experimental design and this study uses quasi-experimental design.[23]

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[23] M. Aliakbari, – B. Jamalvandi, "The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability; a Task-Based Approach". *Journal of Pan-Pacific Association of Applied Linguistics.* 2010.

Second, the study conducted by Hayriye Kayi entitled "Teaching Speaking: Activities to Promote Speaking in a Second Language." The similarity with this research is explains about the material that related to teaching speaking, like the activities that promote speaking and suggestion for teaching speaking. The differences with this research is the previous study is more detail and focus on explaining the activities in speaking. However, besides focus on activities in speaking, this study is more detail to explain about the materials that related to teaching speaking.[24]

Third, the study conducted by Priscilla Islam and Tazria Islam entitled "Effectiveness of role play in enhancing the speaking skills of the learners in a large classroom: An investigation of tertiary level students". The similarities with this research are: 1. to know the improvement of the students' speaking skill through role play activity. 2. To collect the data uses classroom observation and students' performance evaluation result. The differences with this research: 1. the previous study research in large class, this research in small class. 2. The research design used case study, this study uses quasi experimental design. 3. To analyze the data, the previous study used qualitative and this study uses quantitative.[25]

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[24] H. Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language". *The Internet TESL Journal.* Vol. XII No. 11, November 2006.

[25] Priscilla Islam, - Tazria Islam, "Effectiveness of role play in enhancing the speaking skills of the learners in a large classroom: An investigation of tertiary level students". Bangladesh: *Stamford University Bangladesh,* 2012.

Fourth, the study conducted by Suchismita Bhattacharjee, PhD entitled "Effectiveness of Role-Playing as a Pedagogical Approach in Construction Education". The similarities with this research: 1. There are pre and post-test. 2. To know the effectiveness (improvement) of the students using role play for the teaching strategy. The differences with this research: 1. Research design, the previous study presents the result of an experimental study, whereas this study presents an quasi experimental study. 2. There are two methods in previous study: traditional teaching method and role-playing teaching method, this study only focus on role play. 3. The participant of the previous study is more than this study, the previous study is 50 students and this research only 14 students.[26]

Fifth, the study conducted by By Lori Jarvis, Kathryn Odell, and Mike Troiano entitled "Role-Playing as a Teaching Strategy". The similarity with this research is related review that explains about the stage and the advantages of using role play as the teaching strategy in speaking. The differences with this research is the previous study only focus on role play, whereas this study is also focus on speaking skill.[27]

Sixth, the study conducted by Joseph Luca and Deanna Heal entitled "Is Role-play an effective teaching approach to assist tertiary students to improve

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[26] Suchismita Bhattacharjee, PhD, "Effectiveness of Role-Playing as a Pedagogical Approach in Construction Education". Oklahoma: *University of Oklahoma*. 2014.

[27] Lori Jarvis, et.al, "Role-Playing as a Teaching Strategy". *Staff Development and Presentation,* 2002.

teamwork skills?" The similarity with this research is related review, to know the improvement of the students uses pre and post-test. The differences with this research: 1. The previous study is focus on improving teamwork skills whereas this study is focus on improving speaking skill. 2. The research method of the previous study used case study, this research uses quasi experimental. 3. For collecting the data, the previous study used mix qualitative and quantitative, this study only use quantitative.[28]

Seventh, the study conducted by El Sayed Dadour and Jill Robbins entitled "University-Level Studies Using Strategy Instruction to Improve Speaking Ability in Egypt and Japan". The similarity with this research uses strategy to improve speaking ability. The differences with this research: 1. The previous study used mix qualitative and quantitative, whereas this study is only use quantitative. 2. The class divides into two groups to test. In this study, all of the students in a class use the same test. 3. To analyze the data, the previous study used ANOVA, this study uses Wilcoxon test.[29]

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[28] Joseph Luca, - Deanna Heal, "Is role-play an effective teaching approach to assist tertiary students to improve teamwork skills?". Sydney: *University of Sydney*. 2006.

[29] El Sayed Dadour, - Jill Robbins, "University-Level Studies Using Strategy Instruction to Improve Speaking Ability". Egypt: *Mansoura University*, pp. 157-166.