

CHAPTER II

LITERATURE REVIEW

This chapter will explore the theoretical foundations relevant to this research, including a detailed discussion of speaking skills and learning methods. It will cover the definition, types, and components of speaking, followed by an examination of learning methods, their benefits, and the role of learning methods in enhancing speaking skills. Additionally, the chapter will focus on role play as a teaching strategy to improve students' speaking proficiency.

2.1 Speaking Skill

2.1.1 Definition of Speaking

Speaking is a multifaceted skill that goes beyond merely conveying information it involves the ability to understand, interpret, and respond appropriately to the communicative needs of the listener. According to Sumaiya et al. (2022), effective communication skills are essential in professional settings, where mastery of pronunciation, grammar, vocabulary, fluency, and intonation plays a significant role in ensuring a clear and comprehensive exchange of ideas. The ability to articulate thoughts clearly is critical not only for conveying messages accurately but also for fostering mutual understanding and collaboration in any field of work.

Phiri (2021) expands on this notion by emphasizing that speaking effectively is not limited to the production of words but also requires active listening. In his study on effective communication, Phiri argues that active listening is an integral part of the communication process, as it allows the speaker to respond meaningfully and

appropriately. This interaction between speaking and listening enables individuals to engage in more productive conversations and ensures that both parties are aligned in their understanding of the topic being discussed.

Salamondra (2021) further supports this idea through his research in educational settings, where he underscores the importance of communication as a foundational skill. He highlights that effective communication is vital for students as it allows them to participate in classroom discussions, share ideas, and engage in collaborative activities. More importantly, he points out that communication serves as a bridge for building relationships and fostering a productive learning environment. In both academic and professional contexts, communication skills facilitate the exchange of ideas, problem-solving, and the development of interpersonal relationships, making them indispensable for success.

In line with the functional view of language, Nunan (2003) defines speaking as the ability to express meaning through the use of verbal language in socially and contextually appropriate ways. He emphasizes that speaking is not merely about producing grammatically correct utterances, but also about achieving communicative purposes in interaction. Furthermore, Byrne (1986) describes speaking as a two-way process involving both the productive skill of speaking and the receptive skill of understanding. He asserts that successful oral communication requires the speaker to generate language while simultaneously interpreting the listener's responses. This highlights the interdependence between speaking and listening, reinforcing the idea that communication is a dynamic and reciprocal process.

2.1.2 Type of Speaking

There are different types of speaking, each serving specific purposes and contexts, designed to meet particular communication needs. First, conversational speaking takes place in informal settings and emphasizes the exchange of ideas, emotions, and understanding between individuals with a flexible and personal tone.

Second, public speaking involves the delivery of structured messages to larger audiences in formal settings, requiring careful preparation, effective organization, and strategies to engage the audience, such as dynamic vocal delivery, purposeful body language, and audience interaction.

Third, persuasive speaking aims to influence the audience to adopt a particular view or take action, using a mixture of logical arguments, credible evidence, and emotional appeals to shape thought and behavior.

Fourth, informative speaking focuses on educating the audience about a particular topic and is often used in academic presentations, seminars, or training sessions, where knowledge transfer takes precedence over persuasion (Sun et al., 2021).

Other types include fifth, impromptu speaking, which is unplanned and spontaneous, often seen in unexpected situations; sixth, extemporaneous speaking, a blend of structured preparation and spontaneity, allowing flexibility while maintaining coherence; seventh, manuscript speaking, where the speaker reads verbatim from a prepared script, commonly used in formal occasions such as state addresses; and eighth, memorized speaking, which requires the speaker to deliver

an entire speech from memory, often seen in speech competitions or artistic performances (Wang et al., 2022).

Understanding the various types of speaking is crucial for effective communication across diverse contexts and purposes. Each type fulfills a specific role, whether it's conversational speaking for personal interactions, public speaking for formal settings, persuasive speaking to influence others, or informative speaking to educate an audience. Developing proficiency in these speaking styles allows individuals to convey their messages with clarity and engage their listeners more effectively, whether in casual conversations or structured presentations. Additionally, the ability to improvise, speak extemporaneously, read from a script, or deliver a memorized speech adds to a speaker's adaptability and versatility. Beyond improving communication effectiveness, these skills also build confidence, foster stronger interpersonal relationships, and enhance one's influence in both social and professional environments.

2.1.3 Components of Speaking Skill

According to Hobbs (2011) speaking skills comprise various interconnected elements that are crucial for effective communication. Each component plays a vital role in ensuring clarity, accuracy, and fluency, which are essential for successful spoken interactions. The key components are outlined below:

1) Pronunciation

Pronunciation encompasses the ability to produce sounds, stress, and intonation patterns in a clear and suitable manner for communication. According to Pennington (2021), accurate pronunciation is critical for listener comprehension, particularly in academic and professional contexts. In the case of EFL learners in

Indonesia, (Sholeh & Muhaji, 2021) note that common difficulties include specific phonemes like /θ/ and /ð/ and the differentiation of long and short vowels. These issues can be addressed through focused practice and exposure to real-world language use. Furthermore, (Hobbs, 2011) highlights the importance of pronunciation in enhancing communication and its impact on listener understanding.

2) Vocabulary

A broad vocabulary equips speakers to articulate ideas clearly and engage meaningfully in discussions. Research by Hashemifardnia et al. (2021) indicates that interactive methods, such as role-playing, significantly improve vocabulary use among learners. Vocabulary acquisition is key to language development, particularly for individuals preparing for professional communication. Additionally, (Hobbs, 2011) underscores the value of vocabulary in improving communication skills and offers strategies for expanding lexical knowledge.

3) Fluency

Fluency refers to the ability to speak smoothly with minimal pauses or hesitation. De Jong (2018) asserts that fluency is not merely about speaking quickly but maintaining a natural flow and coherence. As observed by Hashemifardnia et al. (2018), role-playing activities provide learners with practical opportunities to practice real-time communication, thereby enhancing fluency. Similarly, Hobbs (2011) discusses the role of fluency in effective speaking and suggests exercises to improve it.

4) Accuracy

Accuracy pertains to the proper use of grammar, vocabulary, and pronunciation. Pennington (2021) emphasizes that achieving accuracy requires structured learning tasks and consistent feedback. Hashemifardnia et al. (2018) also note that accuracy complements fluency by enabling learners to convey their intended message without misunderstandings. Hobbs (2011) highlights the importance of accuracy and provides techniques for refining grammatical precision in spoken language.

5) Comprehension

Comprehension involves understanding spoken language and responding appropriately. As Murti & Jabu (2022) states, comprehension depends on the ability to process information and infer meaning from spoken discourse. Additionally, Hobbs (2011) stresses the significance of comprehension in effective communication and offers strategies to enhance listening abilities.

2.2 Learning Methods Strategy

2.2.1 Definition of Learning Methods Strategy

Methods are the procedures used to achieve learning objectives. For the learning process to be effective, teachers must be able to choose the right method. Learning methods are ways in which educators convey information to students so that students can learn and achieve their goals. Student learning outcomes are influenced by various factors, including the availability of educators who can apply effective learning methods (Sutikno, 2019).

Learning methodology is a field that studies how systems work to facilitate teaching to achieve goals. In this sense, learning methodology is a branch of science

that deals with teaching. Fast and precise teaching is the most effective, which means teaching that students can fully understand. In pedagogy, accurate teaching is teaching that works on the student, that is, it belongs to the student and shapes and influences his personality. Fast teaching is teaching done quickly, which means that the results are achieved rapidly (Ilyas & Syahid, 2018).

Learning methods are critical to achieving educational goals. The teacher's choice of the right method has a great influence on the effectiveness of learning. Teachers must use this method to deliver information so that students can learn well. The success of student learning is influenced by the teacher's ability to use effective methods. In addition, learning methodologies emphasize the importance of teaching that is fast and easy to understand. Effective teaching not only conveys material, but also influences student development. Therefore, educators need to understand learning methods and methodologies to create optimal learning experiences.

2.2.2 Kind of Learning Methods Strategy

Sutikno (2019) outlines different approaches in teaching English and highlights three important methods: role-playing, discussion, and communication.

1) Communication

Communicative methods encourage students to actively speak and communicate in English and encourage them to learn English in a more practical and relevant way.

2) Discussion

The discussion method allows students to participate in group conversations to share their ideas and perspectives on a particular topic. This method not only improves students' speaking skills but also helps them expand their vocabulary and understand others' perspectives.

3) Role Play

The role-playing method allows students to participate in a specific situation, such as practicing a dialogue or taking part in an everyday conversation. This allows them to improve their speaking and listening skills in a fun and engaging context.

2.2.3 Benefits Strategy of Learning Media

A variety of learning methods is very beneficial in increasing student engagement, facilitating better understanding, and encouraging creativity and independence. By using approaches such as role play, discussion, and demonstration, students have the opportunity to actively participate in the learning process, gain an understanding of concepts through hands-on experience, and improve their social and communication skills. In addition, the use of a variety of methods allows teachers to meet the different learning needs of each student so that each student has the opportunity to learn in a way that works best for them (Ramdani et al., 2023).

There are also many benefits to integrating technology into English language learning. The use of technology such as learning apps, videos and online platforms can increase students' motivation and give them access to more learning resources. This not only improves students' English proficiency, but also prepares them to face

the challenges of the digital age. Therefore, the implementation of innovative and technology-based learning approaches is essential to improve the effectiveness of English language teaching in the classroom (Rintaningrum, 2023).

The conclusion of the above discussion is that the use of various approaches, such as role-playing, discussion, and demonstration, along with the use of technology in English language teaching can increase students' engagement, understanding of concepts, and motivation to learn. To prepare students for future challenges and to meet their diverse learning needs, educators must continue to develop effective approaches.

2.2.4 The Role of Learning Methods Strategy in Speaking Skill

Learning media is considered an effective tool for improving students' speaking skills because it can provide a more engaging and interactive context. The use of media such as video, audio and learning applications helps students to understand correct pronunciation, expand their vocabulary and increase their confidence when speaking. In addition, it allows students to practice speaking in more realistic situations and supports collaborative learning where students can interact with each other. Thus, learning media play an important role in creating a learning environment that supports and facilitates the development of students' speaking skills (Rusdin & Purwati, 2023).

Using appropriate learning methods can increase student participation and create a more dynamic learning atmosphere. This suggests that the use of effective learning methods, including learning media, can contribute to the improvement of

students' speaking skills by creating a more interactive and collaborative atmosphere (Novitasari, 2023).

This discussion concludes that learning media play a very important role in improving students' speaking skills. By providing an engaging and interactive context, media such as videos and learning applications help students understand various aspects of language, including pronunciation and vocabulary. In addition, the use of appropriate learning methods, such as cooperative learning, can increase student participation and create a dynamic learning atmosphere. The combination of learning media and effective methods is essential to achieve optimal learning outcomes in speaking skills so that students can better interact and collaborate in the learning process.

2.2.5 Role Play

Role-playing is a learning strategy in which students are asked to play a specific role or simulate a real-life situation in order to practice their communication skills. In the context of learning English as a second language (ESL), this method has proven effective in improving students' speaking skills. By using role-play, students not only expand their knowledge of vocabulary, grammar, and pronunciation, but also gain a learning experience that is close to real-life situations. This approach allows students to more deeply internalize the language they are learning while strengthening their ability to interact in a more collaborative and meaningful learning atmosphere (Ishak & Abdul Aziz, 2022).

However, students' lack of confidence in public speaking often limits the implementation of role-playing. This is one of language learning's most challenging

issues. Therefore, teachers have a strategic role to play in providing targeted guidance and creating a safe and supportive learning environment so that students can be more confident in using English orally (Wijaya et al., 2024).

Gillis (2013) supports this by stating that role play creates a psychologically safe environment that helps learners reduce anxiety and increase their willingness to speak. When students are engaged in imaginative roles, they tend to speak more freely, which enhances both their fluency and confidence. This emotional security allows students to focus more on expressing meaning rather than avoiding mistakes.

In line with this, Sari (2015) found that role play is an effective strategy for enhancing students' communicative competence. Her study revealed that students who participated in role-playing activities demonstrated improvements in fluency, vocabulary usage, and classroom interaction. She also emphasizes that role play enables learners to practice spontaneous speech in ways that are closely tied to real-life situations, making it a valuable tool for preparing students to use English both in and outside of the classroom.

Yoniswan (2020) emphasizes that the effectiveness of role-playing in English language learning lies in its ability to significantly improve speaking skills. Through this activity, students can improve their vocabulary, grammar structure, and pronunciation. In addition, role-playing motivates students to participate more actively in learning, increases their confidence in speaking in front of others, and develops social skills through interaction with classmates. Thus, role-playing not only helps students master English, but also prepares them to communicate more effectively in everyday life.

2.3 Speaking Assessment

Speaking assessment is an essential component of language learning, as it provides a structured way to evaluate students' oral proficiency and monitor their progress over time. Unlike other language skills such as reading and writing, speaking is dynamic and interactive, making it more complex to assess objectively. According to Brown (2004), effective speaking assessment should involve performance-based tasks such as role plays, interviews, and oral presentations that reflect authentic language use. He recommends the use of analytic scoring rubrics that evaluate multiple components of speaking, including fluency, grammar, vocabulary, pronunciation, and interactive competence. This approach provides a more detailed and balanced picture of learners' strengths and areas for improvement.

Furthermore, the assessment process should not only focus on outcomes but also serve as a tool for learning. As stated by Fulcher (2010), speaking assessments that incorporate self-reflection and feedback help learners become more aware of their communicative abilities and more motivated to improve. In the classroom, this can be implemented through formative assessment techniques, where teachers provide constructive, ongoing feedback rather than only final scores.

Recent studies also emphasize the importance of aligning speaking assessments with communicative competence. For example, Wahyuni & Fitriana (2023) argue that using task-based assessments in EFL contexts allows students to demonstrate real-time communication skills and promotes better learner engagement. When combined with role-playing activities, such assessments offer

students meaningful opportunities to practice and showcase their spoken English in a low-anxiety setting.

Therefore, speaking assessment in EFL classrooms should go beyond traditional testing formats and move toward interactive, reflective, and student-centered approaches. By applying comprehensive rubrics and incorporating authentic tasks like role play, teachers can ensure a more accurate and supportive evaluation of students' speaking abilities.

2.4 Relevant Studies

Tabel 2. 1 Previous Studies

No	Previous Study (Title)	Researcher Name	Difference	Similarity
1	<i>Improving Speaking Skills Through Role Play in EFL Classrooms</i>	Fatih, M., Fauzi, N., & Norman, E. (2025)	The study focused on EFL students in general academic settings, not specifically on vocational high school students.	Both studies examine the use of role play as a strategy to enhance students' speaking ability in English language learning.
2	<i>Role Play as a Pedagogical Tool to Enhance Speaking Competence</i>	Khotimah, N. S. K., & Kurnia, S. V. (2025)	The research emphasized student motivation and general speaking improvement, without addressing the vocational or career-oriented context.	Both highlight role play as an effective pedagogical tool to improve speaking competence among EFL learners.
3	<i>Effectiveness of Assertiveness Training Techniques in Classical Guidance to Increase Career Confidence</i>	Munawwarah, E., & Muslihati, M. (2025)	The study explored assertiveness training for students with special needs, focusing on psychological confidence rather than communicative competence.	Both emphasize strategies to increase students' confidence, which indirectly supports speaking performance.

2.5 Conceptual Framework

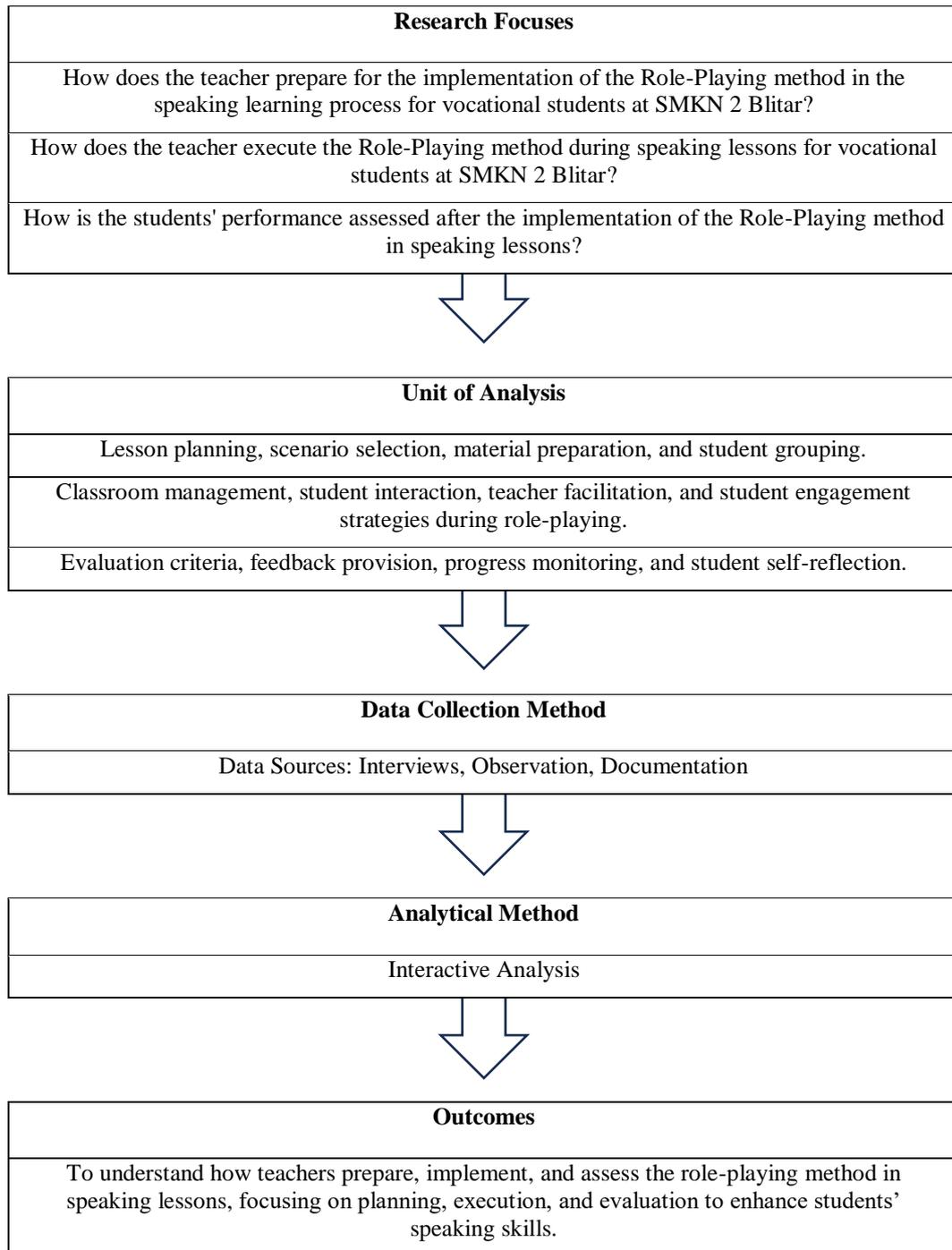


Figure 2. 1 Conceptual Framework

The conceptual framework of this study was developed to illustrate the interrelation between the three main focuses, namely preparation, implementation, and assessment, in the application of the role play method to enhance students'

speaking skills at SMKN 2 Blitar. According to Creswell and Creswell (2018), a conceptual framework functions as a visual and theoretical guide that connects components of research, helping to explain how each part contributes to the overall objective. In this study, the framework emphasizes how the teacher's preparation, classroom implementation, and assessment processes work systematically to build students' communicative competence.

In the preparation phase, the teacher designs learning activities that align with the communicative needs of vocational students. Brown (2007) asserts that effective speaking instruction must begin with contextualized and goal-oriented planning. Therefore, lesson plans, learning materials, and instructional media are developed to simulate real-world communication scenarios, such as service encounters and announcements. This preparation stage ensures that students are cognitively and affectively ready to engage in interactive speaking practice.

The implementation phase represents the core of the framework, where the role play strategy is carried out in the classroom. As stated by Nunan (2003) and Richards (2006), communicative language teaching encourages students to use language for meaningful interaction rather than mechanical repetition. Thus, the teacher facilitates group-based role play sessions that promote cooperation, creativity, and self-expression. The teacher's role evolves from a transmitter of knowledge to a facilitator and motivator, guiding students while allowing them autonomy in managing their performances.

The assessment phase in the framework focuses on evaluating students' speaking abilities using comprehensive rubrics. According to Brown and Abeywickrama (2010), speaking assessment should cover multiple aspects,

including fluency, accuracy, pronunciation, vocabulary, and confidence, to provide a holistic measure of communicative competence. In this study, assessment serves not only as a summative evaluation but also as a formative tool that helps students recognize progress and overcome psychological barriers such as fear of mistakes or low self-confidence.

Overall, this conceptual framework integrates pedagogical, affective, and evaluative dimensions in a coherent cycle that promotes continuous learning. The integration of these three stages reflects the constructivist view that learning occurs through active engagement, reflection, and feedback (Vygotsky, 1978). By applying this interconnected model, the study aims to demonstrate that the systematic use of role play can effectively enhance students' speaking proficiency and confidence in a vocational education context.