

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a literature review and review of related study. In the literature review and review of related study, the researcher examines some theories that become the frames of thoughts of the study.

2.1 Definition of Speaking

Speaking is the most natural way to communicate. It is also used for interacting between two people in daily life, such as: at school, at home or some other places. As Gottlieb quoted Underhill's opinion "speaking generally involves two ways communication with interactive role switching between the speaker, who conveys a message, and the listener, who interprets responds to it" (Gottlieb:2006).

Besides, speaking also is the way to express ideas, opinions, or feelings with others by using words or sounds in delivering message. As human beings, especially as social creatures have a need to make meaning of their surroundings by communicating each other. They have a need to express their thoughts, opinions, or feelings in order to be accepted in social life. Speaking does not only make sound by the speech organs but ideas and emotions. As Cameron states "Speaking is the active use of language to express meaning so that other people can make sense of them, therefore, the label of "receptive" and "productive" uses of language can be applied to speaking respectively" (Cameron:2001).

Furthermore, most of people communicate each other to share some information. As Thomas says (2006) "They may want to exchange information about something specific with one or more people, or they just want to keep socially active by exchanging pleasantries with friends, neighbors, or working colleagues". Therefore, if people want to share information with others, they have to focus on what they want to say in order to deliver the specific message clearly.

In addition, in delivering ideas and meanings of a certain situation, a speaker has to use an accurate pattern and choose the correct words that fit into it. As Ur (1996) stated "people who know a language are referred to as "speakers" of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak". As a result, a speaker should know

well about a language that he or she is used for communicating; in order to her or his interlocutor get a good understanding and interest with what he or she said.

Based on the definitions above, it can be concluded that speaking is the process of sharing information with another person, one's knowledge, interests, opinions or ideas. Besides, speaking also is the way to make someone interest to the information that the speaker wants to share.

2.2 Aspect of Speaking

Haris (1974: 75) says that speaking has some aspects as described below:

1. Pronunciation refers to be the person's way of pronouncing words. Brown (2004: 157) also states that pronunciation is the language learner has to know how to pronounce and understand the words that are produced by the speaker.
2. Grammar is the study of rules of language in inflection. This idea has the same opinion with Lado (1969: 221) who says that it is a system of units and patterns of language.
3. Vocabulary refers to the words used in a language. Phrase, clauses and sentence are built up by vocabulary. Wilkins (1983: 111) also states the same idea that in short, vocabulary is very important because without words we cannot speak at all.
4. Fluency refers to the one whose expresses quickly and easily. This is also stated by Ekbatani (2011: 34) that fluent speaker is someone who is able to express oneself readily and effortlessly.
5. Comprehension denotes the ability of understanding the speakers' intention and general meaning. Heaton (1991: 35) also says so. It means that if a person can answer or express well and correctly, it shows that he comprehends or understands well.

Based on the theory of Haris (1974: 75), the researcher argues that in communicating people need to have substantial knowledge of language aspects in order to become a good speaker. Therefore, the teacher should help students to be able to speak well relevant to the characteristics that are suggested as stated by the experts. Based on the explanation of speaking aspects before and related to the purpose of this research, the researcher used Haris statement as the guidance of this research since Haris statements is more clear which are completed by some experts' ideas.

2.3 Classroom Speaking Activities

To help students develop communicative efficiency in speaking, there are some activities used in the classroom to promote the development of speaking skills in our learners. The discussion below centers on the major types of speaking activities that can be implemented as follows (Marriane:2001) :

a. Discussion

Discussion is probably the most commonly used in the speaking skills classroom activity. It is a common fact that discussion really useful activity for the teacher in order to activate and involve student in classroom teaching. Typically, student are introduced to a topic via reading, listening passage or a video tape and are then asked to get into pairs or groups to discuss a related topic in order to coe up with a solution, a response or the like. Normally, people need time to assemble their thought before any discussion and that is something needs to consider. So, teacher must take care in planning and setting up a discussion activity.

b. Speeches

Another common activity in the oral skills is the prepared speech. Topics for speeches will vary depending on the level of the students and the focus of the class, but in any case students should be given some leeway in determining the content of their talks. In order words, the teacher can provide the structure for the speech its theoretical genre and its time restrictions. For example asking students to “tell us about an unforgettable experience you had”. Allow them to talk about something that is personally meaningful while at the same time encourages narration and description. Speeches can be frightening for the speaker and after while boring for the listeners, so it is a good idea to assign the listeners some responsibilities during the speeches. It is an excellent time to require peer evaluation off classmate’s speech.

c. Role Plays

Role play is activity in which students are assigned roles and improvise a scene or exchange based on given information or clues and its one way of getting student to speak in different social context and to assume varied social roles is to use role-play activities in the classroom. Role play can be performed from prepared scripts, created from a set of prompt and expression or written using and consolidation knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.

d. Conversation

One of the recent trends in oral skills pedagogy is the emphasis on having student analyze and evaluate the language that they or others produce. In other word, it is not adequate to have students produce lots of language. They must become more metalinguistic ally aware of many features of language in order to become competent speaker and interlocutors in English. One speaking activity which is particularly suited to this kind of analysis in conversation, the most fundamental from of oral communication.

e. Information Gap Activities

This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. In this activity, each student has different information and they need to obtain information from each other in order to finish a task. They must use target language to accomplish it (Richards:2006).

2.4 Assessing Speaking

Assessing speaking is not something easy to do because there are some factors that may influence the teacher impression on giving score. The sore of speaking may be different from one teacher to others. For example in assigning a score ranging from 1 to 5 is not simple to do because the line of distinction between levels are quite difficult pinpoint. To overcome that problem, the teacher needs to assign several score for each response and each score representing one of several traits like pronunciation, fluency, vocabulary use, grammar and comprehensibility (Brown, 2000:140).

There are two main methods in assessing oral speech. They are holistic and analytical scoring. The analytical scoring is done by breaking down the objective of the final product into criteria parts and each parts is scored independently (Tuan, 2012:1). The procedure of this method involves the separation of the various features of a discourse (Tuan, 2012:1). However, the holistic method uses a single global numerical rating to assess the students' performance (Iwashita and Grove, 2003:26). Each of methods has their own advantages and disadvantages. The holistic method is more practical. It has faster and lower lost over the analytic method but the disadvantages of this method provides less information about the weakness and strength of the students. The major disadvantages of the analytical scoring is it takes a lot of time to rate speaking performance since the teacher is required to make more than one decision for every speaking performance but this method provides more useful diagnostic information about the students speaking ability.

It is also stated that based on Cambridge Certificate in English Language Speaking Skills (CELS), the scorers need to consider the four categories that are grammar and vocabulary, discourse management, pronunciation and interactive communication. In grammar and vocabulary aspects, the students should use accurate and appropriate syntactic forms and vocabulary to meet the task requirements at each level. Their ability to maintain a coherent flow of language with an appropriate range of linguistics is assessed in discourse management aspects. To fulfill the pronunciation aspects, they have to produce the appropriate linking of words, the use of stress and intonation to convey the intended meaning. Besides, interaction communication means the ability to maintain the coherence of the discussion and if necessary, ask the other for clarification. Brown (2000: 406-407) also states the similar aspects of assessing speaking that are grammar, vocabulary, comprehension, fluency, pronunciation and task.

In brief, assessing speaking is not something easy to do because the point may be different from one examiner to the others. To overcome this problem, it is necessary for the examiners to assign several score for each category such as pronunciation, vocabulary, fluency and accuracy.

2.5 Definition of Role Play

Role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. In this case, Ladousse (1995:5) argues that when students assume a “Role”, they play a part (either their own or somebody else) in specific situation. “Play” means that is taken on in a safe environment in which students are joyful and playful as possible.

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person’s place for a while. According to Ladousse (2009:5), role play is an enjoyable activity and does not threaten the students. This activity leads the students to play such a drama. The students will playing role to be another person in certain situation. Of course when people speak they have to know the setting or where the conversation happens and what situation it is.

According to Brown (2001:174), “role play is a popular pedagogical activity in communicative language-teaching classes”. It makes the students free to be someone based on their creativity linguistic input. In line with Brown, Nunan (1989:57)

also states that role play activities are important in the teaching of speaking because they give the students an opportunity to practice communicating in the different social contexts and target language.

Role play is similar with simulation, that both of them are playing real situation to make real conversation. They have a little differentiation (Ladousse: 1987). Simulation is more complex than role play activities. Simulation is a broader concept than role play. It is complex lengthy and relatively inflexible events. Role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. And role play also included in simulation as well.

Role play activities, in the other hand, are simple and also flexible activities which are giving much more scope to develop the speaking skills of the students at Travel Tourism Program. They can develop their imagination, individual variation and initiative. Many scenarios and role can be played by the students in the speaking activities to improve their speaking ability in imaginary situations. For example, they can play their own role in the scenarios to be a tour guide, checking in the airport, and so on are all possible role play with suitable scenarios with students in the Travel Tourism Program.

From the explanations above, the writer argues that role play is appropriate activities to improve the students speaking skills, which will involve fantasy or imagination to be someone else or to be ourselves in a specific situation. It aims at the students to encourage thinking and creativity, let the students develop and practice their speaking skill in the target language, which is English language.

2.6 Types of Role Play Technique

In case of role play activities, according to Byrne (1986), role play can be grouped into two types, scripted and unscripted role play. In details, those types of role lay activities described as follows:

1. Scripted Role Play

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way.

2. Unscripted Role Play

In contrast to scripted role lay, the situations of unscripted role lay do not depend on textbooks. It is known as a free role play or improvisation. The students

themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

2.7 Procedure of Role Play in Teaching Speaking

In applying role play technique, there are two ways that can be used, there are scripted role play and unscripted role play.

1. Scripted role play

Scripted role play is a role play which is based on the dialogue. To demonstrate a role play activity based on the dialogue, the procedures given by Doff (1988) is as follows:

1. The teacher guides the role play by writing these prompts. Talk as you write to show what the prompts mean.
2. If necessary, go through the prompts one by one and get students to give sentences or question for each one.
3. Call two students to the front: one play the role as “A” and the other one is “B”. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.
4. Call out a few other pairs of students in turn and ask them to have other conversation based on the prompts.

Based on these procedures, the writer views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

2. Unscripted role play

Unscripted role play is role play which is not depend on textbooks. The example and procedures of unscripted role play which is adopted from Doff (1988)

book. To demonstrate a role play activity based on the situation, the procedures as follows:

1. The teacher could prepare the whole class, by:
 - a. Discussing what the speakers might say.
 - b. Writing prompt on the board to guide the role play and any key vocabulary.
2. The teacher could divide the class into pairs, and then:
 - a. Let them discuss together what they may say.
 - b. Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

The above procedures do not mean an exact to be used. It is flexible; teacher can create or develop procedures which is appropriate and suitable with his/her own class.

In addition, to hold role play the teacher must prepare some steps to make good performance. Here are stages in role play activity from Departemen Pendidikan Nasional.

1. The teacher arrangers or prepares scenario that will be performed by the students.
2. The teacher appoints some students to learn about the scenario several days before teaching and learning activity.
3. The teacher makes groups of students consist of five people for each group.
4. The teacher explains about competence will be achieved.
5. The teacher calls a group of students who have been chosen to play prepared scenario
6. Each student in his/her group observes scenario being performed.
7. After finishing performance, each student is given work sheet for discussing each group performance.
8. Every group which has performed gives conclusion about what scenario has been performed.
9. The teacher gives general conclusion.
10. Evaluation
11. Closing

There are six major steps in the procedure in role play technique (Huang:2008):

1. Decide on the Teaching Materials. The teacher must decide which teaching materials will use for role play activities. The teacher can take teaching materials from textbooks or non-textbook teaching materials such as picture books, storybooks, readers, play-script, comic strips, movies, cartoons and pictures. The teacher selects the material ahead of time. The teacher can also create his or her own authentic teaching materials for role play activities. The teaching materials should be decide based on student's level and interests, teaching objectives and appropriateness for teaching.
2. Select situations and create dialogues, then a situation to be role played should beselect. For every role plays situation, should be provide (by the teaching materials or by the teacher) or created by the students themselves.
3. Teach the Dialogs for Role Plays, the teacher needs to teach the vocabulary, sentences and dialogs necessary for the role play situations. The teacher needs to make sure the students know how to use the vocabulary, sentence, and dialogs prior to doing the role play activities, otherwise, the teacher should allow students to ask how to say the words they want to say.
4. Have students practice the role plays, students can practice in pairs or in small groups. After they have played their own roles a few times, have them exchange roles. That way, students can play different roles and practice all of the lines in the role play. When students are confidence enough to demonstrate or perform in front of the class, the teacher can ask them to do far their classmates.
5. Have students modified the situations and dialogs, once students have finished and become familiar with an original role play situation, they can modify the situations and/or dialogs to create a variation of the original role play.
6. Evaluate and check students comprehension, the teacher shall evaluate the effectiveness of the role play activities and check if students have successfully comprehended the meanings of the vocabulary, sentences and dialogs. There are several ways to do students evaluation. Students can be given oral tests relating to the role plays. Example oral tests can include students are asked to answer some simple questions relating to the role plays or students are asked to act the role plays.

2.8 Review Related Study

The writer found some previous study about Role Play technique. The first previous study is conducted by Sari under the title Improving Students' Speaking Ability by using Role Play (A Classroom Action Research at the first grade students of SMPN 251 Jakarta Timur). This study is aimed developing students' speaking ability at first grade of SMPN 251 Jakarta Timur through Role Play activities. The method of the study used a classroom action research (CAR). She did two cycles in which each cycle consist of planning, acting, observing and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Moreover, quantitative data were obtained from the students' speaking score of pre-test and post-test and questioner. The result of this study indicated that the implementation of role play technique was successful. Besides, the result of observation, interview and questionnaire showed that by using role play technique students were active involved in the classroom.

The second previous study is conducted by Budiman under the title the use of Role Play to enhance students' speaking ability (A Classroom Action Research at the third grade students of Daarul Ma'arif Junior High School). This research is aimed at knowing whether students' speaking skill could be improved by using role play and to know how the implementation of these technique. The correspondent of this research consisted of 30 students. The method of this research used classroom action research (CAR). Similarly, he used the same cycle as the first previous study which consisted of planning, acting, observing and reflecting. In sustaining the research result, two types of data are collected qualitative data that derived from observation and interview towards the students and the research as well. On the other hand, quantitative data were designed by pre-test and post-test. The last the data would be analyzed by using descriptive analysis and statistic. The result of this study showed that the implementation of role play towards students' speaking skill is effective. In addition, the interview result showed the students were more motivated and interested in learning English.

The third previous study is conducted by Sunardi, Zainal Arifin and Eni Rosnija under the title Teaching Speaking Ability through Role Play. This research aimed is to know whether role play can increase the students' ability in speaking of the tenth grade. The correspondent of this research consisted of 30 students in one class. The method of this research used experimental research. On the other hand, quantitative data were designed by pre-test and post-test. The last the data would be analyzed by using

statistic (SPSS). The result of this study showed that teaching speaking ability through role play can increase the students speaking ability.

From those previous studies, researcher assumes both previous studies with this research is aimed at knowing the effectiveness of teaching speaking by using Role Play technique. To make different from those previous studies, researcher will conduct use an experimental method. Besides, in their research there is a weakness or still have lowest that is fluency because they were lacked of vocabulary, hesitation to develop interaction, and intonation and they lack of preparation. So here the researcher wants to repair students speaking fluency use Role Play technique in teaching speaking.

