

CHAPTER II

LITERATURE REVIEW

A. Role Play

1. The Nature of Role Play

Role play is a language teaching technique that teacher can use in the classroom to teach speaking in order to give the students the opportunity to practice the language. According to Ur (1996: 131) defines that role play as “all sorts of activities where learner imagine themselves in a situation outside the classroom, sometimes they playing the role of someone other than themselves and they have to use the language appropriate to this new context”. Another expert Qing (2013) stated that “role play is defined as the projection in real life situation with social activities”. In practicing role play activity, the students would be placed in a variety part where they act as themselves or play the role of someone else. It is need to use the appropriate language based on the situation and social context which they will play.

Ments (1999) states that “the concept of role play acts as a short hand way of identifying and labeling a set of appearances are characteristic of a particular person and prediction within a given situation”. In other word a role play is an activity that is done by playing the character in a story. It is used as a technique for teaching

language, where in learning process should be fun for the students. Ur (1999: 54) states that “the use of role play has added a tremendous number of possibilities for communication practice”. The applying of role play in learning speaking gives the students more opportunities to practice communicating orally. It was also can help the students to use the language correctly.

Ur (2007:9) states that “role play is giving students a suitable topic provides interest and subject matter for discussion, dividing them into groups, improves the amount and quality of the verbal interaction”. In applying role play, the class is usually divided into small groups – often pairs – which are given situation and role to act out. Ur also stated that “The various groups, therefore, are activated simultaneously. They may be standing or sitting, static or moving. Mime may also be involved”. In role playing the students can express their feeling with moving their body, sitting and standing, and also use their mime while they learn to practice the language. It shows that this technique is giving the students a different atmosphere in language learning. Students can feel freely and enjoy the learning process which can make them get better in speaking English.

According to Gower et-al cited in Irianti (2011: 16), “A role play is when students take the part of a particular person: a shop assistant, a customer, a manager, for example. To play as this person, the students have to take a part in a situation, acting out a conversation.

It is an unscripted role, although the general of ideas about what they are going to say might be prepared beforehand". It means that role play has number of possibilities for communication practice for the students. They are expected to be more creative to find the vocabularies to be use and how to arrange the sentence into the correct grammar.

Harmer (2007: 274) explains that role play is effective when it is open-ended. The students will have different views of what the outcome, how the language should be use, and how the feeling should be express. This is the target progress; students are motivated to say as much or as little as they need with the correct uses of the language. Mock (2003: 9) explains that a role play is best when it is relevant to the participants in this case is the students particularly to the group's specific purpose and goals. If there is time, it might be best to allow the students to design their own hypothetical situation. Role playing real life conflict which is relevant to the students' live can be very powerful. A simple scenario often will be best because it allowing the students easier to explore one or two aspects.

Murcia (2001: 107) suggest that 'Depending on the student level, role plays can be performed from prepared scripts, created from a set of prompts and expressions, or written using and consolidating knowledge gained from the instruction or discussion of the speech act and its various prior to the role plays themselves. In other word, to

playing the role play activity, students can performance the prepared scripts by the teacher. Besides, they may also create the role script based on a set of prompts and expressions. It gained from the teacher's instruction or the discussion what role should play by the students.

2. Types of Role Play

There are several types of role in role play in English language learning. According to Ladousse cited in Irianti (2011:17) there are four types of role play explained as follows:

- a. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad.
- b. The second type of roles is the students play themselves in a variety of a situation which may or may not have direct experience. The example, which include in this category is a costumer complaining or a passenger asking for information.
- c. The third type is the view students will ever experience directly themselves, but it is easy to play because the teacher have such vast indirectly experience of them. The television journalist is the example of this type and it is very useful kind of role taken from real life.
- d. The fourth type is fantasy roles, which are fictitious, imaginary, and possible event absurd. What is meant by imaginary people is

the students can become anyone for a short time. A queen, a prince, a millionaire, famous actors..., the choices is endless. Students can take also the opinion of someone else.

3. Forms and Procedures of Role Play

In role play activities, Byrne cited in Irianti (2011) stated that role play can be grouped into two forms, scripted and unscripted role play. For details, those forms of role play activities and the procedures describes as follows:

a. Scripted Role Play

Scripted role play is a role playing which based on the dialogue. 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. For more details, this an example of scripted role play dialogue and how the process it.

Angela : Good morning, I want to send a letter to Singapore.

Clerk : Yes, do you want to send it by air mail or ordinary mail?

Angela : I think I'll send it air mail. I want it to get there quickly. How much does it cost?

Clerk : To Singapore? That will be 30 pence, please.

Angela : (gave the clerk 50 pence) Here you are.

Clerk : Here's your stamp, and here's 20 pence change.

Angela : Thank you. Where is the pos box?
Clerk : You want the air mail box. It's over there, by the door.

To demonstrate a role play activity based on the dialog the procedures as follows:

1. First, the teacher guides the role play by writing these prompts: (where? /air mail/ / how much? /post box? /thanks). Talk as you write to show what the prompts mean.
2. Second, go through the prompts one by one, and get students to give sentences for question for each one.
3. Call two students to the front: one play the role as Angela and the other one is the post office Clerk. 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. The last is calling out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.

b. Unscripted Role Play

This form is contrast to scripted role play, the situation of unscripted role play do not depend on textbook. 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. The example and procedures of unscripted role play as follows:

One student has lost a bag.

He/she is at the police station.

The other student is the police officer, and asks for details.

To brings out this ideas:

1. The teacher could prepare the whole class, by:
 - a) Discussing what the speakers might say (e.g. the police officer would asks the students how he or she lost the bag).
 - 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:
 - a) Let them discuss together what they may say.

Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

4. Benefits of Role Play in English Language Teaching

As a technique in teaching second language role play have some benefit. According to Ashok (2015) there are some benefits using role play in English language learning, first is role play can develops students' communication and language skills. The second role play can develop students social skills when they are collaborate with other and

work as a team. The third is role play encourage the students to express their ideas and feelings in a relaxed environment created by them. The fourth is through role play it is allows the students to act out and make sense of real life situations. The fifth is role play can build the students confidence level of team members which in turn can help them in their day to day roles. The sixth is role play allows for the interaction between classmates and peers, and also it allows for the exchange of knowledge between students. The last is role play can enable the teacher to understand the various capabilities of students, at the same time teacher can also encourage them to develop it.

Harmer (2007: 274) explained several reasons to use role play in teaching speaking as follows:

- a. A very wide of experience can be brought into the classroom and we can train our students' speaking ability in any situation through role play. The different situation placed for the students can make them fun and thus motivating.
- b. Role play helps hesitant students by providing them a character to play. It can make them to be more forthright to speak since they do not have to take same responsibility for what they are saying.
- c. Role play puts the students to a situation in which they are require to use and develop the language which are so necessary then some more task-centered activities may do.

B. Speaking Skill

1. The Nature of Speaking

Speaking is the one of four important skills in foreign language learning. According to Jones cited in Irianti (2011), speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. The way you say something can be as important as what you say in getting meaning across. Based on that opinion, speaking is realized as communication, therefore, speaker are required to be able to express what they want to say as possible in order to convey the message.

According to Kayi (2006) speaking is the productive skill in the oral mode. It like the other skill is more complicated than it seems at first and involve more than just pronouncing the words. Meanwhile Zareie (2014: 444) argued that “speaking can be defined as the people way to convey the message to others. The purpose of speaking is to make the receiver understand the topic uttered”.

Based on the definition of speaking by the experts above, the researcher concludes that speaking is the process of sharing the idea between speaker and listener orally. Both of them are asking for and giving response to one another in verbal language. Speaking is not only pronounced the words but more complicated such as the word choice and the use of grammar.

2. Speaking Skill

Speaking is one of the skills should be mastered by Junior high school students in English language learning. But in reality, learning speaking skill is not easy. Speaking skill as explained by Heaton (1990: 70) considered as the most complex skill to be learn. In learning speaking skill, the students have to learn also some of the language components like vocabulary, grammar, and pronunciation. However, the mastery of those three language components will influence the mastery of speaking skill. Beside those three components, the other components also can influence the mastery of speaking skill are fluency and comprehension.

Speaking is a complex skill because it contain of some components. In learning speaking, the students should be good at some speaking components that can influence the mastery of students speaking skill. The components needed in building a speech will produce speech that can be understood in communication are good pronunciation, grammatically knowledge, vocabularies mastery, comprehension in meaning and fluency. Brown (2003: 148) stated that there are five components of speaking that are generally recognized in analyzing the speech process: pronunciation, vocabulary, grammar, fluency, and comprehension. Each component will be explained as follows:

a. Pronunciation

Harmer (2007: 343) stated that if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation pattern and speak in connected speech. The speaker must be able to articulate the words and create the physical sounds that carry meaning. The second language learners regularly have problems distinguishing between sounds in the second language that do not exist in their native language or the language they already know.

b. Grammar

In order be able to speak foreign language, it is necessary to know a certain amount of grammar. Grammar is the sound and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he/she cannot speak English well.

c. Vocabulary

According to Nunan (1991) use select appropriate words and sentences according to the proper social setting, audience, situation and subject matter is one of activities in teaching speaking. Therefore, it is clearly said that vocabulary or learning the words cannot separated by the speaking activity.

d. Fluency

Fluency as a part of speaking indicates how well or smooth a speaker expresses ideas in term of sentences. Fluency of speaking is being fluent and it needs intensity or practices, talent, habit, and proper speech.

e. Comprehension

Comprehension is the ability to understand of speech, an exercise that trains students to understand a language. Moreover, it defines as ability to understand completely and be aware of understanding whatever said by speaker toward the topic already discussed during having the conversation.

According to Brown cited in Akhyak (2013: 20) indicated that one can have speaking competence if he or she is able to:

1. Imitate a word or phrase or possibly a sentence (imitative).
2. Produce short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. Such as prosodic elements-intonation, stress, rhythm, juncture, intensive ability (intensive).
3. Respond a very short conversation, standard greetings and small talk, simple requests and comments, and the like (responsive).
4. Take the two forms of either transactional language which has the purpose of exchanging specific information, or interpersonal exchanges which have the purpose of maintaining social relationships (interactive).
5. Maintain social relationships with the transmission of facts and information (interpersonal).
6. Develop (monologue) oral production including speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is either highly limited or ruled out together (extensive).

Based on the explanation of speaking skill above, the researcher concluded that someone who has speaking skill is when he or she can imitate, produce the language into spoken form or orally. In addition, they have to be able to build the relation to communicate each other and give the respond and develop their communication.

3. Teaching Speaking Skill

Teaching four skills in learning English become the challenge for the teacher, especially teaching speaking. Ur (2009: 20) stated that: of all the four skills (reading, writing, speaking, and listening), speaking seems intuitively the most important. People who know a language are referred to as 'speaker' of that language, as if speaking included all other kinds of knowing, and many of foreign language learners are primarily interested in learning to speak.

Nunan in Kayi (2006) states that teaching speaking is teach English for the students in order to make the students produce the English speech sounds and sounds pattern; use word and sentence stress, intonation pattern and the rhythm of the second or foreign language; select appropriated words and sentences according to proper social setting, audience, situation and subject matter; organize their through in a meaningful and logical sequence, use language as a means of expressing values and judgments; use the language quickly and confidently with few natural pauses, which is called fluency.

Brown (2000: 275) stated there are principles for designing speaking techniques. It should be known by the teacher in order to help the students achieve the target language. They are as follows:

- a. Use the technique or strategy that cover learner needs, from language based focus on accuracy to message based on interaction, meaning and fluency.
- b. Provide the intrinsically motivating techniques.
- c. Provide appropriate feedback and correction.
- d. Give students opportunities to initiate oral communication.
- e. Encourage the development of speaking strategies.

In teaching speaking skill, Basher et al (2011: 39) states that language students need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom. In what circumstances, about what, and for what reason.

The three areas of speaking above are important to be learned by the students in order to master the speaking skill. By mastering those three of speaking areas above, the students will be supported in doing their speaking with others. In terms of mechanics (pronunciation, grammar and vocabulary)

the students' skill will be better when they have been taught three aspects of speaking. In short, when the students have enough vocabulary, have knowledge about grammar, they could make and arrange the sentences orally. The good pronunciation also can make their speaking will be easier to be listening by the listeners. Not only in mechanics area that the students need to learn, they also have to learn the way to speak more polite, known how to do interaction with their speaking partners. In short, they have to understand to whom they are speaking with. They have to know how to speak with the person who is older, younger than them.

According to Murcia (2001:110) "When teaching speaking English as a foreign language, teacher needs to particularly at organizing activities in class and motivating the students. However, the teacher needs to make the speaking class to be fun and enjoyable. The teacher has to create activities that give students many opportunities of communicating with their friend". It can be conclude that teaching speaking skill must be an enjoyable and fun activity in order to makes the students feels secure to speak up. In communicating with their friend, the students can express their idea and feeling more freely.

C. Teaching Speaking Skill Through Role Play

True learning cannot take place when students are only being a passive observes of the teaching process. It is mean that the students have to take place to be more active in learning process in order to get the progress in the

language aspect. With role play activities students can get more opportunities to practice the language in order to get progress in speaking skill. Murcia (2001: 107) stated that role play is a major type of speaking activity, which is particularly suitable for practicing the sociocultural variation in speech acts. It consist of the person' complimenting, complaining and the like.

In applied role play technique to teach students' speaking skill to VIII C class students of SMP Negeri 2 Sepauk, the researcher modified the form of unscripted role play by Byrne in Irianti (2011). The procedure arranged by the researcher as follows:

1. The teacher prepares the role card. It was consist of the situation to play by the students latter. Besides, the teacher also prepare the instruction for the students, it was consist of what they should do with the role card.
2. The teacher explains the learning material.
3. The teacher explains role play.
4. The teacher divides the students in the class into pairs.
5. The teacher gives role card for every pairs of students. The instruction for the role card written on the white board.
6. The teacher explains the situation in the role card.
7. The teacher explains the instruction for the students clearly. It's about what the students should do based on the role card.
8. The teacher guides the students to practice role play by writing some vocabularies and expressions to be use.

9. The students' discuss about what are they want to say, what is the vocabularies to use, what are the expressions to use, how to arrange the sentences into correct grammar, and how to pronounce it.
10. Students in pair practice role play privately.
11. Students in pair perform role play in front of class in turn.
12. The teacher and students check and evaluate together the students' performance.

