

## **II. FRAME OF THE THEORIES**

There are some concepts related to the research. In the theoretical framework, the section discusses several concepts such as review of concept of speaking, types of speaking, concept of teaching speaking, technique of speaking, concept of Role Play, advantages and disadvantages of Role Play, theoretical assumption and hypothesis.

### **2.1 Speaking**

Language is a tool for communication. People communicate with others to express their ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech people cannot communicate with one another. The importance of speaking skills hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. Speaking is the skill that is used to express ideas at the same time people try to get the ideas from others.

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and

viewpoints. In addition, people who know a language are referred to as ‘speakers’ of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. As Rivers (1981: 162) argues, speaking is used twice as much as reading and writing in our communication. However, according to Grognet A.G (1997: 136), Speaking is one of the skills that have to be mastered by students in learning English.

Speaking is an essential tool for communicating. Hornby (1995: 37) defines that speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. Therefore, as teachers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom. On the other hand, Byrne (1984: 8) says that speaking is an activity involving two or more participants as hearers and speakers who react to what they hear and their contributions. Each participant has an attention or a set of intention goal that he wants to achieve in the interaction.

From the statements, it could be stated that in speaking there is a goal or a purpose to be achieved by the speaker. Speaking involves at least two participants. It means that people cannot do it individually. They need a partner to communicate in the same language. Speaking aspect is very important in the classroom because it should be used for scoring speaking students’ ability. Haris (1974: 75) says that speaking has some aspects as described below:

### **Fluency**

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.

### **Grammar**

Grammar is the study of rules 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.

### **Vocabulary**

Vocabulary refers to the words used in language. Phrase and clauses 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.

### **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.

### **Comprehension**

Comprehension is 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.

In brief, speaking is the ability to produce articulation or words to express ideas. It means that people try to communicate with each other and use the language to make the listeners understand. Therefore, the people can interact with others.

## **2.2 Types of Speaking**

Brown (2001: 250) says that much of or language-teaching energy is devoted to instruction in mastering English conversation. He classifies the type of oral language in two parts, monologue and dialogue. Monologue is divided in two parts planned and unplanned. Dialogue is divided in two parts interpersonal and transactional. The first is monologue. It is situation when one speaker uses spoken language, as in speeches, lectures' reading, news broadcast etc. The listener has to process long stretches of speech without interrupting the stream of speech will go on whether or not the listener comprehends. The second is dialogue, dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propotional or factual information (transactional). Transactional dialogues, which is carried out for purpose of conveying or exchanging specific information is an extended form of responsive language.

Based on the explanation above, Role Play belongs to transactional dialogue because this technique will be two-way process and two roles. They are as speaker and listener and involve productive and receptive skill of understanding to make the people can communicate each other. Brown (2001) also provides type of classroom speaking performance, they are:

### **1. Imitative**

A very limited portion of classroom speaking time may legitimately be spent generating “human tape-recorder” speech, for example learner practices an intonation contour or tries to pinpoint a certain vowel sound. Imitation of kind is carried out not for the purpose of meaningful interaction but for focus on some particular element of language.

### **2. Intensive**

Intensive speaking goes to step beyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

### **3. Responsive**

A good dealt of student speech in the classroom is responsive short applies to teacher or students initiated question or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

### **4. Transactional (dialogue)**

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

Conversation, for example, may have more of a negotiate nature to them than does responsive speech.

### **5. Interpersonal (dialogue)**

Interpersonal dialogue carried out more of maintaining social relationship than for the transmission of facts and information. The conversation is a little tracker for learners because they can involve some or all the following factors:

- A casual register
- Colloquial language
- Emotionally charge language
- Slang
- Ellipsis
- Sarcasm
- A convert “agenda”

### **6. Extensive (monologue)**

Finally, students at intermediate to advance level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this register is more formal and deliberative.

From the explanation above, there are many types of speaking mentioned. In this case, the researcher used transactional (dialogue) as one of types of speaking because Role Play belongs to transactional (dialogue). There are two speakers

who can share their feeling and opinion in order to get information and they can improve their creativity in scenario of dialogue.

### **2.3 Teaching Speaking**

Teaching speaking is teaching the way to use the language for communication or transferring ideas etc. The role of the teacher in learning process is as director and facilitator. Teacher also should motivate the students to do the activity. Speaking is one of language skills considered difficult. Generally, the students can read English better than they speak it. That is why speaking is the important aspect in learning a language.

Usually, it is hard for English teacher to make their students talk in the classroom. However, Byrne (1978: 80) stated that one of the English teacher's main tasks is to get the students to talk, to express themselves freely, but within of the language they have learned. Furthermore according to Rivers (1987: 160) teaching of speaking skill is more demanding of the teacher than teaching of any language skills. Based on the statement above, it can be said that it is important for the teacher to prepare their material and the technique in order to avoid a boring class. As it has been known that the purpose of speaking itself is to get the message or the information from the other. In order to make them understand each other, then the person should communicate.

## 2.4 Role Play Technique

Role Play is a type of drama activities where the students can play dramatization of real life situation and the researcher used this technique because it is very enjoyable for the students'. Harmer stated that (1998: 92), offers this definition, "Role-play activities are those where students are asked to imagine that they are in different situations and act accordingly. Role Play as a vehicle by which students can more easily learn the fundamentals of English conversation in a specific situation, requiring the use of key words which act as signifiers for that particular situation, Stocker (2006: 1).

Role-play has been notoriously difficult to define. The introduction in one manuscript on the topic cites the fable of the blind man and the elephant, explaining that role-play "takes on different meanings for different people", Ladousse (1987: 7). Imaginary situation is that student can become anyone they like to be for a short time. Moreover, they love acting and playing. For example, students can be a teacher, actor or animals. Students can also use a script if only the students are unfamiliar with Role Play by giving the explanation and instruction. Student can also take on the opinions of someone else in imaginary situations.

From those explanations, the researcher find out that Role Play is a technique which involves fantasy or imagination to be someone else or to be ourselves in specific situation for a moment with improvising dialogue and creating a real word in scenario. Not only have more opportunities to "act" and "interact" with their peers trying to use English language, but also students' English speaking,



listening and understanding will be improved. It aims at the students to encourage thinking and creative, lets students develop and practice new language and behavioral skill in more realistic and more practical way using Role Play.

## **2.5 Role Play in Teaching Speaking**

The use of English in speaking is not simple. The speaker should master the element of speaking, such as: grammar, vocabulary, fluency, pronunciation, and comprehension. In this case, English teacher have responsibilities to improve students' speaking ability, so the teachers are demanded to have teaching methode in order to solve the problem faced by the students in learning English. The teacher also needs the appropriate technique in order to improve the students' speaking ability. To improve students' speaking ability many techniques can be implemeted, one of them is Role Play. Role Play is considered as a way to develop interactional uses of English. According to Oberle (2004: 199), Role Playing activities help introduce students to "real-world" situation. Role Play is also a technique that can make the students work in pairs or group, support one another and make the class more interesting. It is supported by Wilkins' theory in Liu and Ding (2009) that Role Play is an affective technique to animate the teaching and learning athmosphere, arouse the interest of learners, and make the language acquisition impressive. Moreover, Role Play can be used to train students' fluency and pronunciation in spesific situation (as a guide and tourist).

## **2.6 Procedure of Using Role Play in Teaching Speaking**

### **Unscripted Role Play**

The procedures for inscripted role play adapted from Doff (1998). The procedures explained by Doff:

(Situation)

1. The students work in pairs
2. One as a tour guide, one as a tourist.
3. The tourist guide (expert) is given text about an interesting place in Indonesia.
4. The tourist asking about an interesting place in Indonesia.
5. They perform in front of class.

There are the types and procedures of role play explained by experts but it does mean that the procedures are a must. English teacher may develop their own procedures based on condition in the class.

## **2.7 Advantages and Disadvantages from Role Play**

Role Play has both advantages and disadvantages that the teacher should pay attention to, in order to achieve more affective during teaching learning process.

### **1. The advantages of Role Play**

There are several advantages in teaching Role Play technique. They are:

1. Build confidence

Role-playing provides a safe environment to encounter these scenarios for the first time, which builds confidence in team members that can help them in their day-to-day roles.

## 2. Develop listening skills

Good role-playing requires good listening skills. In addition to understanding the words the other person is saying, it's important to pay attention to body language and non-verbal clues. Better to have your team develop these skills while role-playing than when they're trying to perform in the real world.

## 3. Creative problem-solving

No matter how outlandish a situation you create in a controlled environment, generally, something even more bizarre is bound to happen on the job. Role-playing will at least give your team the chance to get some experience in handling difficult situations and in developing creative problem-solving skills.

## **2. The disadvantages of Role Play**

The researcher finds that there have advantages in Role Play, but we have to look at the disadvantages of Role Play also. They are:

1. It takes much of time during the teaching learning process.
2. The purpose can be fail if students fail to imitate the correct role.
3. It may create a threat to classroom atmosphere which can lead to the destruction of normal discipline of the classroom.

Consequently, using role play as a technique in teaching speaking can give a lot of advantages in spite of the disadvantages of role play itself.

## **2.8 Theoretical Assumption**

The researcher assumes that there is possibility that Role Play can improve students speaking ability because Role Play is a technique that may be used to teach speaking. Besides that, it is an activity which helps students to use the target language and allow them to say what they want to say. This activity is cognitively challenging. In addition, a Role Play activity builds students self-confidence. Therefore, Role Play may be an effective technique for the student to improve their speaking ability.

## **2.9 Hypothesis**

In this research, the researcher would find out the answer of the hypothesis below:

1. There is improvement in students' speaking ability after being taught through Role Play Technique.

This is the hypothesis of this research.