II. LITERATURE REVIEW

This chapter discusses certain points, i.e. literature review deals with speaking, teaching speaking, role play technique, type of teaching speaking through role play technique, and advantages and disadvantages of role play technique will be classified like the followings.

2.1. Speaking

Speaking skill is measured in terms of the ability to carry out a conversation in the language. Speaking is a productive skill in which speakers expresses and responses their ideas by using language. From that statement, we can see that speaking is very important in our daily activities. Speaking help us to interact one each other to give information and the other as receives information in our community. Byrne (1984:8) states that speaking is oral communication. It is a two-way process between speaker and listeners and involves the productive skills and the receptive skill of understanding. During our speaking interaction, speaker have double role both as a listener and also the speaker. Tarigan (1982:5) states that speaking is the instrument of language and the primary aim of speaking is for communication. Based on the explanation above, we can see that the goal of speaking skill is to communicate our meaning.

Brown (2001:251) classifies the types of spoken language. Those types are as follows :

1. Monologue

   In monologue, when a speaker uses spoken language like in speech, lecture, et cetera, the listener must process long stretches of speech without interrupting the stream of the speech will go on whether or not the listener comprehend.

2. Dialogue

   Dialogue involves two or more speaker and can be sub divided into interpersonal and transactional language is a dialogue involves two or more speaker to convey propositional or factual information.

The researcher will be adopted the oral ability scale proposed by Heaton (1991) that had been used as the scoring standard for the students' speaking ability. There are three points that must be measured for speaking test. The researcher examined the points are pronunciation, fluency, and comprehensibility. Kenworhty (1987) states that pronunciation is how to say the word-that is how to pronounce it. From the definition above we can see that pronunciation is the way in which someone can pronounce the words or language clearly. Hedge (2000) defines fluency as the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation. Fluency is the smoothness or flow with which sounds, syllables, words, phrases, are joined together with speaking. And then, comprehensibility are focused on students' understanding about the conversation. Comprehensibility measures how much

students need the interpretation and about they response. Those points of speaking are important for the learners to understanding English communication.

Based on the explanation above, the researcher will apply dialogue in implementing Role Play where students involve two or more speakers. Students can be subdivided into those exchange that promote relationships and those for which the purpose is to cover factual information related to students' daily lives. They may have a good deal of shared information.

There are several aspects of speaking that must be fulfilled. Harris (1974) says that speaking has some aspects as described below :

1. **Pronunciation**

   Pronunciation refers to the ability to produce easily comprehensible articulation so our speaking is understandable. Pronunciation also can be defined as the pattern of intonation.

2. **Fluency**

   Fluency is about how to fluent students use the target language orally. Fluency includes reasonable fast speed of speaking and only a small number of pauses.

3. **Grammar**

   Grammar is about the structure of the language. As stated by Heaton (1978:5) that explains grammar as the students' ability to manipulate structure and to distinguish inappropriate grammatical form in appropriate ones.

4. **Vocabulary**

   Vocabulary refers to the words used in a language. Phrases, clauses, and sentence are built up by vocabulary. In short, vocabulary is very important

because without words we cannot speak at all (Wilkins, 1983).

5. **Comprehension**

   Comprehension for oral communication requires subject to respon to speech as well as to initiate it. This aspect is the important one in speaking itself. The good speaking requires that the message listener hear should be similar to the message we spoke, students should be able to create sentence with the correct arrangement of word order to make it comprehensible.

The researcher adopted the oral ability speaking scale proposed by Heaton (1978) that had been used as the scoring standard for the students' speaking ability. This aspects of speaking proposed by Heaton (1978) are still related to elements of speaking which mentioned by Harris (1974) above. According to Heaton (1978:99), there are some criteria for analyzing oral ability, they are pronunciation, fluency, and comprehensibility.

1. **Pronunciation**

   Pronunciation is the way people pronounce the words. Pronunciation refers to be the person's way of pronunciation words. One who learns English as foreign language must be able to use English pronunciation as well as other skill (Ostles,1985).

2. **Comprehensibility**

   Comprehension of speaking is really important when we do speaking. Comprehension denotes the ability of understanding the speaker's intention in general meaning (Heaton, 1991).It means that if person can speak or express their words to another person and the other persons can give respond and also understand the aims, it show that the speaking is comprehensible.

3. **Fluency**

   Fluency refers to the one who expresses quickly and easily (Ostles, 1985). It means that when a person can create the dialogue to another, the other can give respond well without any difficulty.

In this research, those aspects above can be used by researcher to measureand analyze students' speaking. If those aspects can be fulfilled by the students, the speaking can be said good.

2.2. Teaching Speaking

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Jesperson (1987:23) states that the essence of language is human activity in the part of individual to make himself understood by another. From the statement above, the writer can say that language is an essential part in human life to communicate with others. Therefore, it needs appropriate methods in teaching speaking. Teaching speaking is the way from teacher to teach their emotions, communicative needs, and how to interact to other person in any condition or situation. In teaching speaking, we cannot only teach the spoken language but also the situation should be considered. The teacher teaches speaking by carrying out the students to certain situation.

Teaching speaking is how to use language for communication, expressing the idea or transferring the meaning to other people. Teaching itself means transferring knowledge to person while speaking means to make use of words in ordinary voice, so teaching speaking is giving instruction to a person in order to communicate.

Harmer (1990) says that the aim of teaching speaking is to train students for communication. The goal of teaching speaking skills is to communicate efficiency in

certain situations, so learners should be able to make themselves understood, using their current proficiency to be fullest. Students can speak in the situation what they deal with. The teacher teaches speaking by carrying out the students in certain situation when the topic is being talked about. Teacher can give the familiar topic for student, so that students can improve their ideas and have an oral command of the language need to describe the topic.

In brief, the researcher assumes that in teaching speaking, teacher should give the occasion to students to use their speaking skill in real situation without being ashamed or afraid of making mistakes in communicating their ideas, feeling, and experiences to the other.

2.3. Role Play Technique

Role Play is a type of drama activities. Role-playing as a teaching strategy offers several advantages for both teacher and student. Hilles (1988) states that role play is dramatization of real life situation in which the student to the types of situation they likely to encounter inside or outside of the classroom. Harmer (1983) states that in role play we add the element of giving the participants information about who are they, and what are they think and feel.

Based on the statement above, Lansen-Freeman (1986) states that role play is very important in communicative approach because it give students an opportunity to practice communicating in different social roles.

Meanwhile Laduse (1995) illustrates that when students assume 'a role' they play a part in specific situation, 'play' means that is taken on in safe environment in which students

are as inventive and playful as possible. Therefore, by doing role play , students can learn for how play role based on the imaginary situation. For example, students can become a pilot, a princess, a millionare, a dancer, etc. Those can also take on the opinions of someone else.

Functional language for a multitude of scenarios can be activated and practiced through role play in imaginary situation. At hospital, at station , looking for lost property are all possible in role play. We can see so many kind examples of the application of role play technique in practicing to communicate in social role. For example, when we are at hospital, we do role play activity as a patient, a nurse, or a doctor, etc to communicate one each other. It based on our "role play" situation in daily activities. When we are at market, we do role play as seller, customer, shop keeper or butcher, etc. From those explanation above, the researcher views that role play involves the imagination based on the situation itself. So that, students are expected to improve dialogue and creating a real world in scenario. It aims that the students to encourage thinking and creativity. Let's students develop and practice new language. They can create the motivation and involvement necessary for learning to occur.

2.4. Role Play Technique in Teaching Speaking

One of ways to get students to speak is role-play. Students act like they are in various social contexts and have the variety of social roles. Edge (1993) states that the other point to make is that role play can always be used as a simple practice activity in information exchange if that is the limited investment that students want to make in it.

Role play requires careful preparation to make it successful. Teacher should also reduce the level of abstract ion or complexity so that the students may become directly involved with underlying concepts. If students find it difficult to determine skills which

model sexual health, they could observe successful role modelor ask experts to suggest approaches. Be aware that some students may feel threatened or self-conscious. Using humor can help dispel embarrassment. Using role-plays that exaggerate weak responses might break the ice.

Ladusse (1995) explains that there are several types of role in teaching speaking. The first is the role which correspond to a real need in the students' lives. The second category of role is the students play themselves in a variety of the situations which may or may not have direct experiences. The third type is the type that few students will never experience directly themselves but it is easy to play because the teachers have such vast indirect experience of them.

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

1. **Scripted Role Play**

    This type involves interpreting either the text book 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 play, the situations of unscripted role play do not depend on text book. 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 are necessary.

Based on Ma'ruf (2012), his research has found that using unscripted is appropriate in role play. Teacher give the role and the situations, and then students can improve the dialogue based on their own concept.This way can help students, so that students can express their speaking ability without rivet on script in every aspect of speaking.

2.5. Procedures of Teaching Speaking through Role Play Technique

There are several procedures done to implement Role Play in teaching speaking Based on Klippel (1984) the procedure of playing Role Play in the class is dividing into : Pre Activity, While Activity, and Post Activity. Here is the example of procedures of teaching speaking through Role Play :

Activities :

1. **Pre activities**

   - Teacher greets the students.

   - Teacher checks the attendance list.

   - Teacher brainstorms the students related the topic that will be learnt.

2. **While activities**

   - Teacher defines the definition of invitation.

   - Teacher introduces expression of making, accepting, and refusing an invitation.

   - Teacher shows to students how to invite (as a model)

   - Teacher asks the students to divide class into five groups.

   - Teacher asks the students in group to make the invitation based on the topic from teacher.

   - Teacher asks the students to do role play performance in front of the class

about the invitation that they have made.

- Teacher asks the other students to give comment or suggestion about the performance.

- Teacher gives suggestion to each performance of group.

- Teacher decides the best performance .

3. **Post activities**

- Teacher gives comments and explain the necessary things, such as the pronunciation, the expression, etc.

- Teacher provides a chance to ask questions and answers.

- Teacher concludes the materials.

- Teacher closes by saying greeting.

There was the explanation about procedures of Teaching Speaking through Role Play Technique. Based on the explanation above, the researcher expects that the concept of role play itself will be implementable.

2.6. Advantages and Disadvantages of Role Play Technique

Several reasons for using role play in teaching speaking quoted from Ladusse (1987) as follows :

1. A very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through role play.

2. Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.

3. It builds up the students' creativity in their learning process. The students do not

only as a passive learners because they can actively involved in the learning process and create the students to improve their speaking.

4. Perhaps the mostimportant reason forusingrole play isthatitisfun. Role play is fun because the students can play and act like an actress or actor, they can improve their conversation based on the situation and show their performance in front of the class.

According to procedures that have been explained above, the researcher resumes the weaknesses of Role Play Technique as follows :

1. The teacher cannot monitor every student in the class carefully because the role play's activity is noisy. Students will be noisy for preparing their speaking performance.

2. It spends much of time during the teaching learning process. Role play can be time consuming to prepare, students have to make the outline and improve their speaking based on the outline. They need to practice with their pair and then show their conversation in front of class.

Both of strength and weaknesses should be made as a consideration for teachers in order to improve the effectiveness of teaching learning process. By seeing the weaknesses it is expected that teachers enable to create the environment of the teaching learning process more enjoyable in order to avoid discomfort and students' embarrassment.

2.7. Theoretical Assumption

It can be assumed that speaking is an important part of second language learning and teaching. In teaching speaking, there are so many technique can be used in teaching learning process. The use of interesting way is necessary for teaching speaking and role

play can be used in teaching speaking. It can attract students and also get the goal about language. Role play can be an interesting technique in teaching speaking. The researcher assumes that teaching English through role play will give the improvement to students' speaking ability and also the aspects of speaking itself. One of the theories states that by doing role play, students can learn how to do role play based on the imaginary situation. Role play involves the imagination based on the situation itself. By doing those activities, students are expected to improve dialogue, creating a real world in their scenario and then influent the speaking itself. It means that role play can encourage thinking, creativity, and also the fluency aspect of students' speaking skill. It can help student to speak more and motivate them to speak. So that, role play can give meaning practically about the fluency gave by teacher.

2.8. Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follow :

1. There is animprovement of students' speaking ability after being taught through Role Play Technique.

2. The most increased aspect of students' speaking ability through Role Play technique is fluency.