II. LITERATURE REVIEW

This chapter will explain about the theories related to the research such as; concept of speaking, techniques of teaching speaking, and then the concept of role play as the technique used in the teaching and learning process of the experiment. The explanation is delivered as follow:

2.1. Speaking

a. Definition of Speaking

There are many definitions of speaking stated by different experts some of definition we have stated as below:

1. According to Chaney (1998: 13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

2. Huebner (1960: 5) says that speaking is a skill used by someone in daily life communication whether at school or outside. The skill is required by much repetition, it primarily neuromuscular and not an intellectual process. It contents of competence in sending and receiving massage.

3. Doff (1987:2) states that in all communication or conversation, two people are exchanging information or they have a communication or conversation need.

4. Lado (1974) says speaking as an ability to converse or to express a sequence of ideas fluently.

5. Tarigan (1985) states speaking as the ability to produce articulation, sounds or words to express, to say, to show and to think about ideas, taught and feeling.

From experts statements we have above we can get a conclusion that speaking is a process of oral activity used in daily life as a part of communication in which verbal and non-verbal symbol used in sending and receiving massage.

b. Aspects of speaking

Speaking can be divided into two types based on the achievement, good speaking and bad speaking. Speaking can be says as good or bad based on the aspects of speaking. Harris (1974:75) says that aspects of language are:

1. **Pronunciation** is ways of words are pronounced. One who learns English as a foreign language must be able to use English pronunciation as well as other skills in the language.

2. **Grammar** is a rule system in a language. Grammar is a system of units and patterns of language.

3. **Vocabulary** is the words used in a language. We can't speak at all without vocabulary

4. **Fluency** is the parameter of the speaking level of someone. Someone who has good fluency will perform or use the language easily and quickly in right order of language.

5. **Comprehension** denotes the ability of understanding the speaker's intention and general meaning Good comprehension refers to good understanding. If someone' language understanding is good, it will affect the speaking ability.

So in order to make a good speaker those aspects written above have to be fulfilled as the requirement.

Table 2.1 Table of Specification (Harris, 1974)

| No	Aspects	Score	Criteria
1	**Pronunciation**	1	Pronunciation problems so severe as to make speech virtually unintelligible.
		2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
		3	Prununciation problems necessitate concerntrated listening and occsionally lead to misunderstanding.
		4	Always intelligible though one is conscious of a definite accent
		5	Has few traces of foreign accent
2	**Grammar**	1	Errors in grammar and word order so severe as to make speech virtually unintelligible
		2	Grammar and word orders make comprehension difficult. Must often rephrase sentences and / or restrict him basic pattern.
		3	Makes frequent errors of grammar and word order which obscure meaning.

		4	Occasionally makes grammatical and /or word order errors which do not, however, obscure meaning.
		5	Makes few (if any) noticeable errors of grammar or word order.
3	**Vocabulary**	1	Vocabulary limitation so extreme as to make conversation virtually impossible.
		2	Misuses of words and very limited vocabulary make comprehension quite difficult.
		3	Frequently use the wrong words: conversation somewhat limited because of inadequate vocabulary.
		4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
		5	Uses of vocabulary and idioms are virtually that of a native speaker.
4	**Fluency**	1	Speech as so halting and fragmentary as to make conversation virtually impossible.
		2	Usually hesitant, often forced into silence by language problems.
		3	Speed and fluency are rather strongly affected by language problems.
		4	Speed of speech seems to be slightly affected by language problems.
		5	Speech as fluent and effortless as that of a native speaker.
5	**Comprehensible**	1	Cannot be says to understand even simple conversation of English.
		2	Has great difficulty following what is says. Can comprehend only "social conversation" spoken with frequent repetition.
		3	Understand most of what is says at lower than normal speed with repetitions.
		4	Understands nearly everything at normal speed although occasional repetition may be necessary.

		5	Appears to understand everything without difficulty.

c. Types of Speaking

There are some types of language that we have to know as the teacher of English. According to Brown (2001:250), language teaching is devoted to instruction in mastering English conversation. He divided oral language into two types:

1. Monologue

Planned   ►   **Unplanned**

2. Dialogue

Interpersonal   **Transactional**
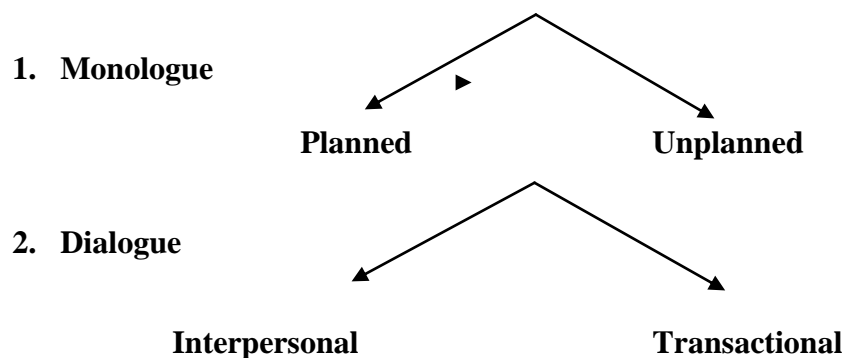
The meaning of Monologue is the oral language involves only one people in it. There is only one person who speaks as in lectures, news casting, radio broadcast, etc. monologue can be divided into two types, planned monologue and unplanned monologue. The meaning of planned monologue is the person who speaks use monologue has prepared a note or text to help him or her to speak fluently. The meaning of unplanned monologue is the person who speaks in monologue does not use any notes or texts. All words spoken emerge from the speaker's mind naturally and spontaneously.

The meaning of dialogue is the oral language involves two or more speaker in it. Based on the function dialogue can be divided into two types, interpersonal and transactional. Interpersonal dialogue is functioned to promote social relationship meanwhile the transactional dialogue is aimed to convey proportional or factual information. In this research, researcher will focus on interpersonal dialogue because it is suitable with the purpose of role play as a simulator for learners in experiencing real atmosphere of daily speaking in society.

2.2 Teaching Speaking

Teaching speaking is one of the important parts in teaching language. Teaching speaking means teach people to be able to interact with the others verbally in the right way. We know that language naturally made as a means of communication. Speaking is developed from the first contact with the language that we learn, because we can transfer our ideas or massages or thought or order to people using speaking.

Language needs interaction (speaking) in the process to fulfill the purpose not just a heap of grammar that students have in the school. Speaking can be understood and mastered if learners feel the situation as if they are in the real condition where the language they learned is used. In that case, researcher use role play as the technique in teaching speaking in order to give the learners sensation of the real experience of English environment.

2.3. Techniques of Teaching Speaking

There are many techniques in teaching speaking which is usually used. There are thirteen techniques of teaching speaking according to (Kayi, 2006) based on some experts' statement, in his article in internet, he tells the techniques as follows:

1. **Discussion**

This kind of activity can stimulate students' response in speaking. After the content-based lesson teacher can set a discussion activity by making some groups and hold question and answer related to the last lesson they have learned. By using this activity routinely, students will use their speaking in more active way.

2. **Role Play**

In this kind of activity students pretend as if they are in the real condition f society in various social contexts and have a variety of roles. In role-play, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 2007)

3. **Simulations**

Simulation is almost like role play but there is a different between role play and simulation. In simulation students ask to pretend as a character and make

it as in the real condition. For examples students act as a guitarist, then he must bring property like a real guitarist.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

5. Brain Storming

Brain storming is functioned to stimulate students' knowledge about the lesson that will be learned in the meeting. In brain storming teacher ask some question related to the lessons or material they will have. Through brain storming students are helped in understanding the material in more easy way. Brain storming also helps the students to practice their speaking and confidence in front of other people. A point that the teacher must remember is do not ever criticized students' idea or opinion so the students can explore their mind freely.

6. Storytelling

Using story telling in teaching speaking will help the students be creative. Students can briefly explain about the story has been read or make their own story to tell to their friends in front of the class. Story telling forced students to be creative in the delivery in order to make the story interesting.

7. Interviews

Interview is almost like simulation but in interview, students are only focused on making question and answer about a topic as they are a journalist who will interview a resource person or a guest. Topic given is better given by the teacher so the student will know what kind of question they have to make or what the path they should follow. The interview questions have to be made by the students using their own mind and way of thinking. This kind of activity also helps students to practice their sentences production. In order to boost students speaking confidence teacher can ask them to perform the interview in front of the class.

8. Story Completion

In this activity teacher will narrate a story to the class. Teacher stop narrating the story after some sentence has been delivered. In the next step in story completion activity each student asked to continue the story and add the sentence told by the teacher using their own idea. They may add some new character, plot, setting, and so on.

9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds: earning money" is selected, here are some possible questions: "Is money important in your life? Why? " Or what is the easiest way of earning money?" or "What do you think about lottery?" Etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

11. Picture Narrating

This activity is based on several sequential pictures. Teacher will have some sequential picture to show to the class. Students ask to tell and explain the event or story happen in the picture shown.

12. Picture Describing

In this technique, students asked to form some groups. Each group will have a picture given by the teacher. The next step, students are asked to explain and describe the picture they have. After they have discussed the picture, one of the group members will tell to the class about the picture. Everything related to the picture will be told. This kind of activity is very god to promote students' creativity because this type of activity demanding a high imagination and creativity. Beside that students also can improve their public speaking skill.

13. Find the Differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Based on what have been explained above, researcher chooses one of technique in teaching to be applied in this research. The technique that will be applied in this research is role play.

2.4 Teaching English through Role play

According to Ladousse (1995), role play uses different communicative techniques and develops fluency in the language promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place.

Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning. Several reasons for using role play in teaching speaking quoted from Ladousse as follows:

a. 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.

b. Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.

c. 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.

d. Role play helps many shy students by providing them with a mask.

e. Perhaps the most important reason for using role play is that it is fun.

Based on ladousse's theory above, we can conclude that role play can increase students' fluency. Not only fluency role play also can increase students' motivation because role play is an enjoyable technique to be applied. Role play also increases students' pronunciation, comprehensibility (unscripted role play), vocabulary, or maybe grammar.

1. **Definition of Role Play**

There are many premises about the definition of role play in teaching speaking. In this case, Ladousse (1995) illustrated that when students assume a "Role", they

play a part (either their own or somebody else's) in specific situation. "Play" means that is taken on in a safe environment in which students are as an inventive and playful as possible. Role play can be used to encourage general oral fluency or to train students for specific situation, especially when they are studying for specific purpose.   According to Byrne (1986), there are three terms to cover drama activity. The three terms are mime (mimicry-memorization), role play, and simulation.

- **Mime**

   In these activity participants perform some action without saying a word. In mime expression is the main focus point to deliver the story.

- **Role Play**

   In role play participants play a role as other characters or themselves. They will perform the play as if they are in the real situation where and when the situation happens.

- **Simulation**

   Simulation is almost like role play. The different between simulation and role play is the setting. In role play it is not necessary if the condition of the environment is not like the real condition. For example students perform an even in market it is not necessary if the situation of market is not visualized, but in simulation there is visualization of real situation of place

of event. Budden (2006) says that role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

From the statements above we can say that role play is very good technique in teaching speaking in order to improve student's speaking ability because Role play is demanding creativity from the learner. Learners are guided to be creative and role play also forced the students to be confident.

2. Purposes of Role Play

Role play has two purposes in general. The first purpose of role play is to make the student can come into the real condition; second purpose is to motivate the students especially in speaking.

In the first purpose we can say that by using role play students can feel how the real situation and condition when they are acting out as a character. Students usually will learn something easily if they interact with the subject directly, that is why role play is says as a good technique in teaching speaking because role play provides students the experience sensation through their mind and imagination. Based on the second purpose, we know that role play naturally aimed to boost student's motivation.

3. Types of Role Play

According to Ladousse (1995), role play can be divided into four types. The types of role play that Gillian says are explained as below:

- Roles play that correspond the students need in the real life. For example roles as a merchant who is negotiate with the costumer, a salesman or a police officer.

- Role play in which the students play as themselves in various situation and condition or setting where the events they have based on the real experience or just an imagination.

- The type of role play that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life.

- The last type of role play is fantasy role play. In fantasy role play, character, setting, situation are coming from imaginary thinking from students all what happen in the situation is only fictitious event which does not exist in the real world.

Besides the theory from Gillian who divides role play into four types, there is another theory from Donn Byrne who says that role play can be divided into two groups:

- **Scripted Role Play**

    From the name we can know that in scripted role play, students use script as a tool to help them doing the play. By using script students can decided what they should say in front of the class.

    - Unscripted Role Play

    Unscripted role play is the opposite of scripted role play. In unscripted role play text or not is not used because students just doing their play by improvisation based on the situation given by the teacher. The students asked to be creative in developing their play. Unscripted role play also usually called as free role play.

4. Advantages and Disadvantages of Using Role Play in Teaching Speaking

The same as the other techniques role play also has two side of quality. Although it is known as a good technique which has a lot of advantages in its utility but role play also has some limitation or disadvantages.

The advantages of using role play are:

- In role-playing the learner expresses feeling and attitudes

- Role-playing encourage creativity

- Role play provides the learner with the opportunity to "feel" the situation rather than merely intellectualize about it

- The learner is motivated

- Learners are being prepared for actual situations to be faced

- Role-playing can be used to develop social skills

- Affective learning can be taught and/or effectively evaluated

- A system of communication based on action rather than words is used,

- Role-playing provides an opportunity to pretest ideas of significance for future reference

- One learns to organize thoughts and responses instantly while reacting to a situation or question

- Learners learn to remain calm in the face of adversity or pressure.

Meanwhile the disadvantages of using role play are:

- Learners sometimes emphasize performance over the intended lesson,

- Role-playing is time consuming

- Some learners are unable to identify with the characters or situation

- Those learners with talent often monopolize the situation

- Learners often get "carried away" in their roles, which can lead to disruption of the class of distortion of the learning

- "Hot topics" and controversial issues often get *out* of hand in role-playing

- This method may be harmful to those learners who lack the necessary skills (those who are shy, or those who have speech problems)

- Role-playing sometimes turns out to be a "dud" if it fails to relate to the learner or lesson intended

- Playing roles demands some imagination on the part of the individual learners involved

- Role-playing may benefit only the actual participants unless the objectives for the class have been clearly specified.

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

2.5 Procedures of Teaching Role Play

- Unscripted Role Play

The procedures for unscripted role play adapted from Doff (1988). The procedures explained by Doff are explained below:

(Situation)

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 or groups, and:

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/groups to act out in front of the 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 the condition in the class.

2.6 Theoretical Assumption

As a means of communication, languages have to be used in both written and oral form but the fact that we have is many of students cannot use the oral form of language properly and correctly. It can be caused by many factors one of the factors is because their lack of ability in speaking. There are many techniques that can help students to improve their speaking ability. One of the techniques is role play. Many experts say in their theories that role play is one of the most suitable techniques in improving students' speaking ability. Most of them stated that role play can improve learner's ability in speaking. Some of the experts says

that the most affected aspects of speaking in teaching peaking through role play is fluency. Role play also improves students' motivation in learning.

2.6 Hypotheses

Based on the assumption above, researcher has two hypotheses related to the research questions. The hypotheses are stated as follows:

1. there will be some improvements occur in using role play as a technique in teaching speaking and in teaching speaking through role play

2. Fluency is the most influenced aspect in rising point among the aspects of speaking.