II. LITERATURE REVIEW

This chapter deals with concept of speaking, affected factors in speaking problem, concept of teaching speaking, concept of role play, and procedure of teaching speaking through role play.

2.1 Concept of Speaking

Speaking is a process of communication between at least two people – speaker and hearer – in order to give and get information orally. Bryne (1984) defines speaking as two-way process between speaker and listener and it involves productive skill and receptive skill. It means that in speaking process, there are speaker who give the information and hearer who get the information.

In language teaching-learning process, the teacher and student should communicate actively by using verbal or non-verbal communication to convey meaning in order to make the speaking understandable. Spoken language plays a greater role than writing in terms of the amount conveyed. Speaking activities in the class is purposed to give chance to the students to practice their English speaking, monitor their achievement and also correct any mistake. Besides that, the teacher can monitor students' speaking achievement.

There are five aspects of speaking that should be fulfilled in English speaking.

1. Fluency

   Fluency is the ability to speak fluently and accurately. Signs of fluency include a reasonable fast speed of speaking and only a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974: 81). Since speaking is considered as a difficult language skill, fluency sometime becomes standard of someone foreign language speaking ability. When he speaks in foreign language fluently – without checking the grammar – it can be concluded that he has mastered the target language.

2. Grammar

   The goal of speaking is delivering information to the listener orally and successfully. The correctness of word arrangement which is called as grammar will impact to the success of speaking. Grammar is a correct arrangement sentence in conversation (Syakur, 1987). Correct grammar will lead to successful communication that is make the listener understand what the speaker mean clearly and also avoid ambiguity.

3. Vocabulary

   Vocabulary means the appropriate diction which is used in communication (Syakur, 1987). In order to make the communication effective, sufficient vocabulary is needed. Having rich of vocabulary and use it appropriately in conversation will make the communication more interesting and not monotone, even though it is important to keep it in line and not out of the topic.

4. Pronunciation

Pronunciation refers to the ability to produce comprehensible articulation easily (Syakur, 1987). Pronunciation is important in speaking. Either clear or not someone pronunciation may affect to communication effectiveness. For example, word "like" and "lick". Some Indonesian students – as EFL learners – will pronounce in the same way that is /lIk, while actually "like" must be pronounced /laIk/ means "wish for or want" and "lick" is pronounced /lIk/ means pass the tongue over something.

Meanwhile, Harris (1974: 81) defines pronunciation as the intonation patterns. Just like the other language, English also has its own way to pronounce letter and words and also accent.

5. Comprehension

Syakur (1987) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speaker's intention and general meaning (Heaton, 1991:35). It means that if a person can answer or express well and correctly, it shows that she/he comprehends or understand well.

In order to build effective oral communication, language learners also need to recognize that speaking involves three areas of knowledge. They are:

1. Mechanics (pronunciation, grammar, and vocabulary)

Mechanics is about using those speaking aspects; they are grammar, pronunciation, vocabulary well. Language learners are expected to be able to use the right words in the right order with the correct pronunciation.

2. Functions (transaction and interaction)

   Function is about knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). Here, language learners should know when they have to deliver what they mean in the conversation literally or not.

3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants)

   Language is one of cultural aspects which always relates to social and cultural rules and norms when the language is used. Thus, it is important for the language learners to understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Speaking is urgent in daily communication, because it is the most common communication way used by people. Nonetheless, speaking is a skill with complex language aspects should be mastered by the language users so they can communicate effectively. Thus, it needs serious attention from language teachers to provide good teaching learning process which help the language learners learn the target language effectively and help them solve their learning problems.

2.2 The Affected Factors in Speaking Problem

The mastery of speaking skills in English is a priority for many second or foreign language learners. Though many strategies, methods and approaches have been used by the teacher to teach speaking to the students, speaking problem is still

found. Many experts have found that speaking activities can fail miserably due to some very real problems in the English class. Rajasekaran (2010) agreed with Ur (1996: 121) that there were some problems faced by the learners in speaking activity. Common speaking problems are in the following.

1. Students inhibition

   Speaking activities requires a student to have all eyes on him and exposure to an audience can often give students stage fright. Fear and shyness are the main defacements. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. Surprising notes found that, basically students strong in their subject in certain extent, but due to defacements, they are unable to show it.

2. Nothing to say

   Another common problem is that students sometimes think they have nothing to say on particular topic. Having lack of reading habit make the learners feel strange with particular topic. In reality, they may be bored, not interested or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they know they should be participating in speaking activity. Students often lack confidence in their speaking ability and feel they have insufficient language skills to express exactly what they want to say.

3. Low practice and participation

   There will always be dominant students in an English class making it difficult for more reserved students to express themselves freely. Dominant students who interrupt frequently or who constantly look for the

teacher's attention tend to create an environment in the ESL class where more timid students are quite happy to sit back and watch the lesson unfolding instead of participating.

This condition affects students' number of speaking practice. With this dominant students interruption, poor practice student will not have their time to practice speaking in the class. It is more complicated when very few of students are only taking practices in English speaking and succeed their attempt, while the other students will keep silent.

4. Mother tongue use

Naturally, EFL learners have a mother tongue or first language that they use in their daily life since they are small. Though, several Indonesian ethnic mother tongues have strong accent that may affect Indonesian FEL learners' way of speaking. Then, students feel that negative criticism or comment about their accents is the main stigma for their language practice and prevents them from talking in English. Students who insist on using their mother tongue are students who are fearful of criticism and need to be encouraged to speak English. Students must understand that they cannot revert to their mother tongue as this will take away precious speaking practice time during the lessons and slow down oral progress.

From the findings of affected factors in speaking problems, it can be seen that there are potential problems faced by English learners. These potential problems of course need teachers' and language education researchers to find out what teaching technique is effective for what students' characteristic. It is also

important to find out how to solve the students' problem in learning English, so they can learn English easier.

2.3 Concept of Teaching Speaking

Someone can not master or even understand knowledge without schemata through teaching learning process, including speaking. According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). Meanwhile, speaking is how to make use of words in an ordinary voice in communication meaning. So, teaching speaking is giving instruction to a person in order to communicate.

Speaking is one of the aspects of the language that is considered hard to improve and teach. Most of the teachers of English do not teach speaking mostly because they are not good at speaking or they "ok" with teaching grammar, writing, and reading. Though sometime many language learners regard speaking ability as the measurement of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in spoken communication.

Since speaking is "skill", where the only way to master a skill is having a lot of practice in that skill, so teaching speaking is a matter of providing activity to language learners to practice speaking. Here, both teacher and learners are expected to be active in this teaching-learning speaking activity. Teacher should be creative in providing active and interesting activity in order to encourage

students to learn speaking actively. Learners are also must be active in participating in teaching learning activity, since classroom activity is practice activity for the students.

In order to support teacher to provide active and interesting teaching-learning speaking activity, Harmer (2001:271) suggested in his book some classroom-speaking activities.

a. Acting from Script

In order to encourage students to practice speaking, acting from script may be one of interesting activity. The students act out scenes from plats and or from their course book, and sometimes may filming the result. Here the students will often involve themselves to practice speaking and coming out to the front of the class.

b. Communication Games

Games are also usually used to provide interesting teaching-learning process. Communication games which are designed to encourage students to communicate each other in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures, etc.

c. Discussion

Discussion is also a great activity to encourage students to practice speaking in English. But, sometimes discussion session in speaking class fail to build active class. One of the reason why discussion may fail is that students reluctant to express their opinion in front of the whole class,

particularly if they can not think of anything to say. Furthermore, confidence in using the target language also influences the students, where many students feel extremely exposed in discussion activity.

d. Prepared Talks

A popular kind of activity is prepared talk where the students make presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they are prepared. However, if possible, the students should speak from notes than a script, such as formal speech.

e. Questionnaire

Questionnaire is useful to encourage students to practice speaking. It is because of by being pre-planned; they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language pattern and thus be situated in the middle of our communication continuum.

f. Simulation and Role Play

Many students derive great benefit from simulation and role play. Students simulate a real life encounter (such as business meeting, an encounter in an airplane cabin or an interview) as if they doing so in the real world, either as them selves in that meeting or aero plane, or taking on the role of character different from themselves or with thought and feeling they do not necessary share. Simulation and role play can be used to encourage general oral fluency.

Even though speaking is considered as hard skill to teach and improve, English teacher still should teach the learners whatever happens. It is because speaking is one of language skill should be mastered by language learners. This fact encouraged language education researcher to find out effective teaching learning technique to help the students learn English well. Thus, the researcher viewed role play might help teachers and language learners to provide effective and interesting teaching learning process.

2.4 **Concept of Role play**

Since speaking is considered as the most difficult skill to master, it needs to find appropriate technique or method to teach and learn speaking. It is also must be considered that speaking is a skill which should be practiced many times to master. Thus, the teaching technique which will be used to teach speaking must provide many chances to the students to practice their speaking. One of strategies to teach speaking is role play.

Role play has been used to teach and learn second or foreign language speaking, including English. Ments (1999) says that role play involves "asking someone to imagine that they are either themselves or another person in a particular situation". They may take the role of real people or themselves. Language learners are asked to pretend or imagine being themselves or other person while delivering a short dialogue in a certain situation.

Al-Mutawa & Kailani (1989) describe role play as a technique that affords an opportunity to practice a new structure in the context of natural communicative usage. By imagining being someone in a certain situation, learners are given opportunity to practice speaking using different structure based on the context in the natural communication. Here, students may put social and cultural aspect in making the conversation.

Livingstone (1983) defined role play as a classroom activity which gives the students the opportunity to practise the language they may need outside the classroom. He added that it is a speaking activity which improves communicative competence and provides practice in contexts which simulate real-life experience. In case of role play activity, Byrne (1986) grouped role play into two forms, scripted and unscripted role play. In details, those types of role play can be described as follows:

a. Scripted Role Play

This type involves interpreting either the textbook dialog or reading text in the form of speech. The main function of the next after all is to convey the meaning of language items in a memorably a way. Doff (1986) gave procedures to demonstrate role play activity as follow:

1) First, the teacher guides the role by writing this prompts: (where? / air mail / how much? / post box? Thanks). Talks as you write to show what prompts mean.

2) If necessary, go through the prompts one by one, and get students to give sentence or question for each one.

3) Call the students to the front. They should improvise the conversation using the prompts to help them. Point out that conversation should be similar to the one in the textbook, but not exactly the same; same conversation can be shorter than the presentation dialog. 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.

From that procedure from Doff, it can be seen that the way of organizing this dialog could be carried out into pairs of students who would improvise a conversation in front of the class. The teacher could also ask the students to practice the dialog privately with their partner before they perform in front of the class.

b. Unscripted Role Play

In contrast to scripted role play, the situations of unscripted role play do not depend on the 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 which is from Duff (1986) as follow:

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 bring out this idea:

1) The teacher should prepare the whole class, by:

a. Discussing what the speaker 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.

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.

In this research, the researcher found that the two English teachers used those two types of role play. Miss Zuniyawati applied scripted role play to XI IPA 2 students. She wrote a dialog on the white board, asked the students to note on their note book, memorize it, and perform the dialog in the next meeting. While she applied unscripted role play to XI IPS 1 students just the same with Miss Rahmalen who also applied unscripted role play to XI IPA 1 students.

2.4.1 The advantages of role play

There are many reasons why teachers should use role play technique in teaching speaking. Those are:

a. Role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom. In case of Indonesia here there are so many ethnics exist; it is possible that there are also different ethnics in the classroom. Larsen-Freeman (1986) pointed out that role plays, whether structured or less structured, are important in the communicative

approach because they give learners an opportunity to practise communicating in different social contexts and in different social roles.

b. Role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food or drink. Ments (1999) adds that role play lends itself well to mixed ability groups and that it provides learners with opportunities to practise and develop communication strategies. Role play can also require the learners to use their imagination, background knowledge and communications skills.

c. Role play can add interest to an activity and by distributing roles can ensure participation in an activity. Lucantoni (2002) stated that role play can be very enjoyable for learners and provide excellent opportunities for using language in real life situations.

d. Role play can result in repetition of speaking activity by providing a change. Ments (1999) and Livingstone (1983) agree that role play increases learners' motivation and involvement in the learning process. It is a communicative activity where the learners can use spontaneous language. It also helps learners to develop real life speaking skills.

In short, role play covers a wide range of possibilities because in students have to enter into many different situations. Moreover, it can help students to achieve maximum communication.

2.4.2   The Disadvantage of Role Play

Role play also has certain potential disadvantages. Ments (1999) notes that discipline may be hard to maintain during role play and the teacher could lose control of the class. He adds that role play can be time-consuming and also make

demands on space and other resources. Thornbury (2005) also notes that "there are learners who feel self conscious performing in front of their peers…and care has to be exercised in choosing and setting up such activities". Teachers must be careful during role play, then, not to make any learners feel embarrassed.

Still there are problems in students' speaking, means that they need more classroom activities which enable them to develop the skills to participate in oral interactions which have these characteristics. Role play is expected to give more chance to the learners to practice their English speaking in interesting way to encourage them to practice speaking.

2.5 Procedures of Teaching Speaking through Role Play

In conducting learning activity, it is important to consider about its appropriateness towards students' age and social-cultural experience. The activity should give learners opportunities to use language they know and should start with simple dialogues before moving on to more advanced interactions. Additionally, the role play should be interesting, exciting and motivating. Furthermore, role plays should create a context where learners pay more attention to the message than to the accuracy of their language.

In preparation for role play, learners may need to be introduced to key vocabulary and expressions they will be able to use. Role cards or cue cards, as Bygate (1987) suggests, can also be provided to learners to explain the roles they will be taking on. Then learners should be given "enough time … to read any necessary

information and to formulate their ideas" (Lucantoni, 2002:51). During role plays teachers should encourage learners and reassure them that no penalties will be imposed on them for hesitations or mistakes (Al-Saadat & Afifi, 1997).

According to Gower et-al, "A role play part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context".

Based on the theory above, the researcher can conclude the procedure of teaching speaking through role play as follow:

- The learners are introduced to key vocabulary and expression they are going to use.
- The learners get role cards or cue cards and also explanation about roles they are going to play.
- The learners get enough time to read any necessary information and to formulate their ideas.
- The learners perform role play in front of the class, and they will not get penalties for hesitation or mistakes.