II. LITERATURE REVIEW

This chapter discusses certain points, i.e. literature review deals with concept of spoken language, concept of speaking, types of classroom speaking performance, concept of teaching speaking, concept of Role Play Technique, the components of Role Play Technique, teaching speaking through Role Play Technique, procedure of teaching speaking through Role Play Technique, and advantages and disadvantages of Role Play Technique will be classified like the followings.

2.1 Concept of Spoken Language

Literally, spoken language is defined as a human natural language in which the words are uttered through the mouth. Almost all languages are spoken languages. Spoken language stands in contrast to written language. It is in line with the statement that modern linguistics regards the spoken language as the natural or the primary medium of human language for obvious reasons (Brown, 2000:165). From the point of view of linguistic evolution, spoken is prior to written language.

Then in everyday communication, spoken language plays a greater role than writing in terms of the amount of information conveyed. Also, spoken language is the way in which every native speaker acquire his/her mother tongue, writing is learned later when he/she goes to school. For modern linguistics, spoken language

reveals many true features of human speech while written language is only revised record of speech. Thus their data for investigation and analysis are mostly drawn from everyday speech, which they regard as authentic. Even from the point of view of grammar, spoken language usually has its own set of grammar that sometimes may be quite different from that in written language.

The succession of speech consists of (1) speech sounds proper, and (2) glides. Speech sounds are certain acoustics effects voluntarily produced by the organ of speech; they are the result of definite actions performed by those organs. Meanwhile glide is the incidental transitory sound produced when the organ of speech are passing from the position for one speech sound so that of another by the most direct route. In short, it can be inferred that spoken language practice is the efforts to study phonetics, pronunciation and speech training. In short, here is the example:

1) "*My mother is buying vegetables in the market*"

2) "*I want to invite my friends*".

They will be drilled to pronounce like the following:

1) " *maɪ mʌðə(r) ɪz bayin' vedʒtəbls ɪn ðə market*".

2) "*aɪ wɒnt tu: ɪnvaɪt maɪ fre*nds"

2.2 Concept of Speaking

Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get ideas or the messages across. From this statement we can see that to express

feelings, to share or to deliver idea and to express opinion people has to be able to produce articulation sounds or words known as speaking to interact in their community. It means that in speaking someone tries to convey and transfer his/her ideas to other people. According to Byrne (1984) speaking is oral communication. It is two-way process between speaker and listener and involves productive and receptive skills of understanding. During interaction, every speaker plays double role both as a listener and as a speaker. Learner must comprehend the text by retaining information in memory, integrating it what with follows, and continually adjusting their understanding of what they hear.

In line with the quotation above, it's understood that speaking is an ability to produce articulation sounds or words to express feelings, ideas and opinion. The goal of speaking is to communicate to get the need. In speaking process, there 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 communication run well.

Harris (1974) says that speaking has some aspects as described below.

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

2. Grammar is the study of rules of language inflection. It is a system of units and patterns of language (Lado, 1974).

3. 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)

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

5. Comprehension denotes the ability of understanding the speaker' intention and general meaning (Heaton, 1991). It means that if a person can answer or express well and correctly, it shows that he comprehends or understands well.

6. Accuracy is related to the closeness of a measurement, within certain limits, with the true value of the quantity under measurement. For instance, the accuracy of dose determination by LTD is given by the difference between the measured value (British Calibration Society, BCS Draft Document 3004).

The researcher adopted the oral ability scale proposed by Heaton (1991) that had been used as the scoring standard for the students' speaking ability. However the aspects of speaking proposed by Heaton (1991) are still related to elements of speaking which mentioned by Harris (1974) above. The focuses of speaking skills that are assessed are *accuracy* (covering pronunciation, grammar, and vocabulary), *fluency* (covering fairly wide range of expression and responding well without difficulty), and *comprehensibility* (understanding the speaker intension and general meaning).

2.3 Types of Speaking Skills

An important dimension of conversation is using a style of speaking that is the appropriate to the particular circumstances. Different styles of speaking reflect status of participants in interactions and also reflect the expression of politeness. Different speech styles reflect perception of the social roles of the participant in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate. If the participants are perceived as being of uneven power or status, a more formal speech style is appropriate, one that marks the dominance of one speaker over the other. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations (Brown, 2000).

Brown (2000:250), much of our language-teaching energy is devoted to instruction in mastering English conversation. He classified the types of oral language as follows:

1. Monologue   : - Planned

                                - Unplanned

2. Dialogue   : - Interpersonal (Unfamiliar and Familiar)

                                - Transactional (Unfamiliar and Familiar)

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, new broadcast, and the like, the hearer must process long stretches of speech without interruption-the stream of speech will go on whether or not the hearer comprehends. It planned, as opposed to unplanned;

monologues differ considerably in their discourse structures. Planned monologues (such as speeches and order prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long "stories" in conversation, for example) exhibit more performance variables in order hesitations can either help or hinder comprehension.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). In each case, participant may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce with more assumption, implications, and other meanings hidden between the lines. In conversation between or among participants who are unfamiliar with each other, reference and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.

In this research, researcher applied dialogue in implementing Role Play where students involve two or more speakers and can be subdivided into those exchange that promote social relationships (interpersonal) and those for which the purpose is to cover proportional or factual information (transactional) related to the theme or student' daily lives. Finally, they may have a good deal of shared knowledge and information.

2.4 Concept of Teaching Speaking

Teaching speaking is the way to students to express their emotions, communicative needs, interact to other person in any situation, and influence the other. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. Teaching means transferring knowledge skill to person, while speaking means to make use of words in an ordinary voice, so teaching speaking is giving instruction to a person in order to communicate.

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 cannot only be taught what will be spoken but also 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. The topic must be familiar with the student so what the ideas have an oral command of the language need to describe the topic.

2.5 Concept of Active Learning

Active learning is defined as any instructional method that engages students in learning process. In short, active learning requires students to do meaningful

learning activities and think about what they are doing (Bonwell and Eison:1991) While this definition could include traditional activities such as homework, in practice active learning refers to activities that are introduced into the classroom. The core elements of active learning are student activity and engagement in the learning process. Active learning is often contrasted to the traditional teaching learning process where students passively receive information from teacher.

According to Silberman (1996), in active learning, there are some techniques which can be implemented in teaching learning process. These techniques are designed to encourage students to think about what they are learning. Adopting instructional practice that engage student in the learning process is the defining feature of active learning. They are:

1. Full-class learning

    Students are stimulated the whole class by teacher. The examples of activities are: inquiring minds what to know, listening team, guide note-taking, lecture bingo, synergetic teaching, guided teaching, meet the guest, acting out, what's my line, video critic.

2. Class discussion

    Students try to be active in dialogue and debate activities about a certain case as a topic to be discussed. The examples of activities are: active debate, town meeting, three-stage fishbowl decision, expanding panel, point counterpoint, reading aloud, try to be jury.

3. Question prompting

Students give quick questions for asking classification. The examples of activities are: learning stars with a question, planted questions, role reversal questions.

4. Collaborative learning

Students make a small discussion and solve the case collaboratively. The examples of activities are information search, the study group, card sort, learning tournament, the power of two.

5. Peer teaching

Students learn and get the information from their friends. The examples of activities are: group to group, jigsaw learning, everyone is a teacher here, peer lesson, student-created case studies, in the news, poster session.

6. Independent learning

Students are learned individually, but teacher will take a part as the guide and observer. The examples of activities are: imagine, writing in the here and now, mind maps, action learning, learning journals, learning contract.

7. Affective learning

Students try to share their idea based on what they feel and value of the society norm. The examples of activities are: seeing how it is, billboard ranking, what? So what? Now what? active self-assessment, role models.

8. Skill development

   Students develop their skills in technique or non technique. The examples

   of activities are : firing line, active observation and feedback, non

   threatening role playing, role play, rotating roles, modeling the way, silent

   demonstration, practice rehearsal pairs, i am the, advisory group.

It can be seen that *active learning* fully emphasize on how to make students active

and enjoyable while the teaching learning process happen. According to technique

have been mentioned above, *role play* is part of full-class learning, affective

learning, and skill development. In short, *role play* is one of the interesting and

appropriate techniques that can be implemented in the class, because those

techniques can create an active learning situation when teacher and students are

involved to create the classes become much more alive, creative and quality of

learning goes up dramatically.

2.6 Concept of Role Play Technique

Role play is a type of drama activities. Hilles (1988) states that role play is

dramatization of real life situation in which the students assume roles. Here the

ability to choose role play scenes exposes students to the types of situation they

likely to encounter inside or outside of the classroom.

In line with the statement above, Larsen-Freeman (1986) stated that role play is

very important in communicative approach because it gives students an

opportunity to practice communicating in different social context and in different social roles.

Meanwhile Ladusse (1995) illustrates 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. Therefore by doing role play, students can put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

What is meant by imaginary people is that students can become anyone they like for a short time. For example, students can become a president, a queen, a millionaire, or a pop star. Students 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 situations. *At the restaurant, Checking in a airport, Looking for lost property* are all possible role plays. From those explanations above, the researcher views that role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims that the students to encourage thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

2.7 Types and Procedures of Teaching Speaking Through Role Play

Ladusse (1995) explains that there are several types of role. The first is the role which correspond to a real need in the students' lives. In this category, it involves such roles and doctors dealing with patients, or salesman traveling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience. The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves but is it 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 is fantasy roles, which are fictitious, imaginary, and possible even absurd.

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:

a. Scripted Role Play

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, Doff (1988) provides an example of scripted role play dialogue and reading text and how the process is:

Angela   : Good morning. I want to send a letter to Singapore.
Clerk   : Yes, do you want to send it by airmail or ordinary mail?

Angela   : I think I'll send it by airmail. I want it to get there quickly. How   much does it cost?
Clerk   : To Singapore? That will be 30 pence, please.
Angela   : (give the clerk 50 pence) here you are.
Clerk   : Here's your stamp, and here's 20 pence change
Angela   : Thank you. Where is the post box?
Clerk   : You want to the airmail box. It's over there, by the door
(Adapted from living English book 2: A.G Abdalla et al)

To demonstrate a role play activity based on the dialogue, the procedures given by Adrian Doff

is as follows:

1. First, the teacher guides the role play by writing this prompt: (Where? / airmail / how much? / post box? / thanks). Talk as you write to show what the prompts mean.

2. If necessary, go through the prompts one by one, and get students to give sentences or 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. Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.

b. Unscripted Role Play

In contrast to scripted role play, the situations 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 procedures of unscripted

role play which is adapted from Doff's (1988) as follows:

One students has lost a bag.
He/She is at the police station

The other students are the police officer, and ask for details.

To bring out these ideas:

1. The teacher could prepare the whole class by:

   a. Discussing what the speakers might say (e.g. the police office would asks the students how he/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.

Susan House (1997) explains that there are several procedures in using role play:

1. Students read and familiarize themselves with the (example) dialogue.
2. Students will be divided the class in pairs, A and B, give A and B roles from the dialogues.
3. Students act out their role play, not just say them but students should read it loudly.
4. Teacher will walk around correcting and checking.
5. Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.

Based on the procedures, the researcher views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

The above procedures do not mean an exact to be used. It is flexible that teacher can create or develop procedures which is appropriate and suitable with his/her own class. In this research, researcher used unscripted role play in order to show

the active learning study in the class because students have to decide and improve what language to use and how the conversation should develop.

2.8 Types of Classroom Speaking Performance

In speaking, there are some types of speaking performance. Brown (2000:35) provides types of classroom speaking performance, they are:

2.8.1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating" human tape-recorder" speech, where for example, learner practice an intonation contour or try to pinpoint a certain sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

T: " Good morning students"
S: "Good morning Sir"
T: "How are you today?"
S: "We are very well, thank you.
T: "Do you know how to say this word? Repeat after me"
S: "Yes Sir"
T: "Waitbor"
S: "Waitbor"

2.8.2 Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed 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.

> T: *"Good morning students"*
> S: *"Good morning Sir"*
> T: *"How are you today?"*
> S: *"We are fine, thank you.*
> D: *"Do you like Mathematics?"*
> S: *"No, we don't. We like English"*

2.8.3 Responsive

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

> T: *"How are you today?"*
> S: *"Pretty good, thanks, how are you?"*
> T: *"What is the main idea of this essay?"*
> S: *"I believe it is The United Nations should have more authority"*
> T: *"So, what did you write for question number one?"*
> S: *"Well, I was not sure, so I left it blank"*

2.8.4. Transactional Dialogue

Transactional dialogue, which is carried out for the purposes 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 e.g.:

T: *"What is the main idea of this essay?"*
S: *"I believe it is The United States Nations should have more authority"*
T: *"What do you mean? More authority than what?"*
S: *"Than it does right now"*
T: *"What do you mean?"*
S: *"Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons"*
T: *"You don't think the UN has that power now?"*
S: *"Obviously not. Iraq is still manufacturing nuclear bombs"*

2.8.5. Interpersonal Dialogue

Interpersonal dialogue carried out more for maintaining social relationships than for the transmissions of facts and information. The conversations are a little trickier for learners because they can involve some or all of the following factors:

A casual register	Slang
Colloquial language	Ellipsis
Emotionally charged language	Sarcasm

For example:
Amy : *"Hi Bob how's it going?"*
Bob : *"it is just so so"*
Amy : *"Not a great weekend, huh?"*
Bob : *"Well, far be it from me to critics, but I'm pretty miffed about last week"*
Amy : *"What are you talking about?"*
Bob : *"I think you know perfectly well what I am talking about"*
Amy : *"Oh, that….how come you get so bent out of shape over something like that?"*
Bob : *"Well, whose fault was it, huh?"*
Amy : *"Oh, wow, this is great, wonderful. Back to square one. For crying out loud, bob, I thought we'd settled this before. Well, what more can I say?"*

2.8.6. Extensive Monologue

Finally, students at intermediate to advanced level are called on to give extended monologues in the forms of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

In this study, the researcher used the third type of the speaking performance, i.e. responsive. When someone asked a question to his/her friend, the other directly responded by giving possible answer depended on the real situation of the matter.

2.9 Procedures of Teaching Speaking through Role Play Technique

There were several procedures done to implement Role Play in teaching speaking. Based on the theoretical concept implied, they are:

Activities:

1. Pre activities

- Students greet the teacher.

- Students have brainstorming by looking at the slides shown by the teacher.

- The students are asked some question about slides shown , (what does he/ she do and what do people do).

2. While activities

- Students pay attention to the next slides shown.

- Students repeat what teacher pronounces the new vocabulary.

- Students listen to a conversation played by the teacher.

- Students fill the blank in a dialogue sheet as a trigger to students.

- Students see the teacher practicing the dialogue as a modeling to students and the students repeat after him.

- Students practice reading the dialogue with their friends.

- Students correct their friends' pronunciation if it happens through students' correction first and then the teacher corrects them.

- Students practice what to do by asking questions with the expression based on a dialogue, instructed by the teacher.

- Students ask their friends by using the expression given in the dialogue with their own answers.

- Students learn about a dialogue sheet as a trigger to students to introduce a new pattern.

- Students notice the teacher practicing the dialogue as a modeling to students and the students repeat after him.

- Students practice the dialogue with their friends.

- Students correct their friends' pronunciation if it happens through students' correction first and then the teacher corrects them.

- Students are guided to play a game *"Find Someone Who"* (Role-Play) as a trigger to students.

- Students get identity cards as media to play.

- Students listen to teacher's direction of the rule of the game.

- Students start the game and monitored by the teacher.

- Students as finder and target speak up and introduce themselves based on the identities given.

- Students practice what to do by asking questions with the expression based on a dialogue, instructed by the teacher as a lead to task 2.

- Students ask their friends' jobs and their parents jobs by using the expression given in the dialogue with the answers written by their friends' work.

- Students tell their friends' jobs and their parents jobs based on what their friend write in the grid before.

- Students tell their jobs and their parents' jobs based on what they write in the grid before.

- Students create their own dialogue about their jobs and parents' jobs and practice it in front of the class.

3. Post activities

- Students look at disordered sentences written by the teacher, words that arouse in teaching learning process.

- Student analyze whether the sentences are correct or not.

- Students analyze the grammatical structure of the sentences used in the dialogue.

- Students summarize the materials by explaining what is being learnt today.

- Students with teacher discuss the difficulties in learning the material.

- The students are motivated to use expression in their daily lives.

2.10 Advantages and Disadvantages of Role Play Technique

According to Ladusse (1995) there are some strengths of role play technique, they are:

1. A very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situation 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. Helps many shy students by providing them with a mask.

According to procedures that have been explained above, the researcher resumes the weaknesses of role play technique as follows:

1. It can be time-consuming to prepare.

2. It can be difficult to evaluate effectiveness.

3. It may cause discomfort and embarrassment for students

4. It spends much of time during the teaching learning process.

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.

2.11 Hypothesis

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

"There is a significant improvement of students' speaking performance after being taught through Role Play Technique".