

CHAPTER II LITERATURE REVIEW

This chapter will discuss several concepts such as concept of speaking, component of speaking, characteristics of successful speaking activities, concept of role play, procedure of role play, advantages and disadvantages of role play.

2.1 Concept of speaking

Speaking is a tool by which a language is used. It is considered important since by speaking, people can share and deliver what they need to others. It takes the part of pronunciation, vocabulary, grammar, fluency and comprehension altogether (Haris, 1974: 84). This makes speaking considered a complex skill in language learning because it, at once, involves those five aspects of language spontaneously when one wants to deliver his message to others.

Speaking is a two-way process of delivering and receiving message between speaker and listener. Byrne (1984), states that speaking is an oral communication. It involves both productive and receptive skills of understanding. Therefore, it also takes in the role of another language skill, listening. Subsequently, in speaking, the speaker must be able to convey his idea to his listener as clearly as possible in order that the listener gets the intended response to achieve mutually comprehensible interaction.

Speaking is an important element of mastering the language. Grace (1998) stated that many language learners regard speaking ability as the measure 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 the terms of their accomplishments in spoken communication.

Language learners have to know that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/ information exchange) and when precise understanding is not required (interaction/ relationship building)
- Social and culture rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop their self confidence and ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

2.2 Components of speaking

Learning any foreign language has to do with the four skills that have to be mastered. The four skills are listening, speaking and listening (oral skills) are said to relate to language expressed through the aural medium. Reading and Writing are said to relate to language expressed through the visual medium (written symbol). Another way of representing these skills is by reference not to the medium but the activity of the language user. Therefore, speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills.

Listening skill is the ability to understand English presented in oral form. This skill is set up as an aim by our government particularly in the effort to affiliate with foreign colleges or to communicate with others. Speaking is the ability to use the language in oral form. In Elementary school is limited to the ability to express a simple conversation on some subject (e.g. expressing greeting, one's identities, and order/offer something, like or dislike, etc). Among the four skills, speaking skill is the most appropriate skill to develop the students' self confidence.

The following four or five components are generally recognized in analysis of speech process:

1) Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation (Syakur, 1987). Speaking is a matter of making utterances to

other people in an audible and understandable way. Audible here means that when someone is speaking, the recipient of his message should be able to hear what he is saying clearly. While the term understandable refers to that regarding the point of what someone is saying is understood by his recipient, then the intended response of the recipient can be gained.

2) Grammar

It is the study of how words and their component parts combine to form sentences, structural relationship in languages or in a language, sometimes including pronunciation, meaning, and linguistic history. Grammar is viewed as a set of logical and structural rules that govern the composition of the sentences, phrases, and words in any given natural language. Grammar refers to the study of language rules. It is a kind of regularity of sound structure that nobody could learn language without grammar. In addition, grammar is seen as an inseparable part of language. There is obviously no language without grammar. Sequences of utterances of a language may be artificially understood by people learning.

3) Vocabulary

Vocabulary mainly refers to appropriate diction which will be effective only when words chosen are appropriate for the audience (person to whom speaking is conveyed) and purpose (under what topic and subject matter speaking is delivered), (Allyn and Bacon, 1999). For example, when someone wants to address his speaking to a quality of a thing, it is improve

which should be used, instead of increase, since this word refers to the quantity of a thing, not the quality.

4) Fluency

Fluency is leads to ease and speed of the flow of speech, which is using words with no noticeable cognitive or mental effort. It is having mastered word recognition skills to the point of over learning. Fundamental skills are so “automatic” that they do not require conscious attention or fluency in English is accuracy with good pronunciation.

5) Comprehension

It refers to understanding thoroughly the whole aspect of message conveyed in the conversation; in this case comprehensibility focuses on the students, understanding of conversation.

Harris (1969: 81) says that comprehension is the ability of speech of a foreign language is the most pressed skill. Someone who can speech a language will also be able to understand it. Lado (1961: 239-240) defines speaking ability as: “The ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language.”

From the explanation of the components and criteria above, the researcher will adopt only three components of speaking that have been analyzed; those are

fluency, pronunciation and comprehension. The reason is because the researcher's students are still Elementary School students that still have low vocabulary and grammar mastery.

2.3 Characteristics of Successful speaking activities

When people want to speak fluently, sometimes they get difficulties to do it (Munjayanah, 2004: 16). In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

- a) Participant is even. Classroom action is not dominated by monitory of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
- b) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- c) Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- d) Language is of an acceptable level. Learners express themselves in utterances that is relevant, easy comprehensible to teach other and acceptable to language accuracy.

In this case the researcher will adopt the two characteristics as explained above, they are participant is even, and motivation is high. The researcher uses those two

characteristics because the object of the research is elementary school students whose ability still at the basic level, even still at pre-basic level.

2.4 Concept of Role Play

Role play has association with communicative language teaching method. Larsen-Freeman (2000: 121) states that Role plays are very important in communicative language teaching because they give students an opportunity to practice communicating in different social context and in different social roles. Role play can be set up so that they are very structured (for example, the teacher tells the students who they are and what they should say) or in the less structured way (for example, the teacher tells the students who they are, what the situation is, and what they are talking about, but the students determine what they will say).

According to Nation (1989: 49) in role playing, the learners can act short plays or situation without preparing them very much. The teacher gives them a short description of situation; the learners each take a part and then act. While they act their parts the learners should be sure to use the type of language that suits the part they are playing and the person they are talking to.

Ladousse (1982: 5) states that the word role means the students play a part (either their own or somebody else's) in a specific situation, and play means that the role is taken on in a safe environment in which students are as inventive and playful as possible. This situation is really support young learners to learn English naturally without any force or learning load. Both are unselfconsciously creating their own reality and, by doing so, are experimenting with their knowledge of the real world

and developing their ability to interact with other people. None of the risks of communication and behavior in the real world are present. The activity is enjoyable and does not threaten the students' personality. This 'playing' in role will build up self-confidence rather than damage it.

Based on the experts' opinions above, it can be concluded that role play is really suitable to be conducted in speaking class, especially for English young learners, because they can explore their speaking ability in real word context and in fun situation. This situation, of course, will develop their self confidence and ability in speaking in the target language.

2.5. Procedure to Remember When Setting up a Role Play

Every single technique needs its procedure to be applied in order to make the technique work in the right place and at the right time. Some hints of this role play are mostly adopted from Ladousse (1982: 12). Here are some clues for classroom management to avoid this:

1. Distinguish between noise and chaos. Noise is only a problem if a teacher next door complains.
2. Begin with pair work rather than group work. There is a practical and psychological reason for doing this.
3. Keep the activity short until the students get used to it.
4. Make sure the role play can be used with different numbers of students. It is no good going into a classroom with an excellent role play for nine

students, which will not work with seven, only to find that two students are off sick.

5. Make sure the students have understood the situation and what is on the role cards before the role play is started.
6. If the class contains a captive audience, do not worry too much about the one or two pairs or groups which are not participating in the activity, unless they are disturbing the other pupils.
7. Avoid using a role play that is too difficult or too emotionally loaded until the students are used to this activity.
8. If the students break into their native language anyway, set up the task more progressively. Start with pair work and easy information-gap role play.
9. Always have follow-up activity for the groups that finish the role play before the others.
10. Set a strict time limit and make every attempt to stick to it.

2.6. The Advantages and Disadvantages of Teaching Speaking Through Role Play Technique

There are some special advantages for using role play. Here is a list of the main ones:

1. A very wide variety of experience can be brought into the classroom through role play. The range of functions and structures and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities, such as conversation, communication games, or

humanistic exercises. Through role play we can train our students in speaking skills in any situation.

2. Role play puts students in situations 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.
3. Some people are learning English to prepare for specific roles in their lives: people who are going to work or travel in an international context. 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. For these students, role play is very useful dress rehearsal for real life.
4. Role play helps many shy students by providing them with a mask. Some more reticent members of a group may have a great deal of difficulty participating in conversation about themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated.
5. Perhaps the most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination rip.

Compared with other teaching technique, the role play also has few disadvantages:

- ❖ It will make bigger noise because every student jumps into the role to participate in the play.

- ❖ Some talented students can get bored when they have to work in pairs or groups with slower students.
- ❖ It will need more time to prepare the students to be ready for the role play.