

## **2. LITERATURE REVIEW**

This chapter reviews the theories that support the research. It consists of concept of speaking, teaching speaking, communicative language teaching, role play, personality types (extrovert and introvert), teaching speaking through role play, theoretical assumption and hypothesis.

### **2.1. Speaking**

There have been several definitions of speaking put forward by several experts. First, Chaney in Kayi (2006) says that speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Second, Byrne (1984) defines speaking as a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. Third, McDonough and Shaw (1993) say that speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and maintaining social relationship and friendships. Fourth, speaking is fundamental and instrumental act. Speakers talk in order to have several effects on their listeners. They ask the listeners questions to get them provide information. They request things to make the listeners give it. They promise, warn, and exclaim to affect the listeners. The nature of the speech act should play a control role in the process of

speech production. Speakers begin with the intention of affecting their listeners in a particular way (Clark and Clark in Nunan, 1991).

In order to achieve a communicative goal through speaking, there are two aspects to be considered – knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations (Bygate, 1991).

In addition, Bygate (1991) views the skill as comprising two components: production skills and interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into consideration the fact that a speech takes place under the pressure of time; secondly, reciprocity conditions connected with a mutual relationship between the interlocutors.

There are some aspects that have to be dealt with in speaking. They are fluency, grammar, vocabulary, pronunciation, and comprehension (Harris, 1975). Since Harris does not define each of those speaking aspects, the researcher takes the definition from other resources stated by several experts.

Here are the explanations of speaking aspects based on several experts:

#### 1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Sign of fluency include a reasonably fast speed of speaking and only a small number of

pauses and “ums” or “ers”. These signs show that the speaker does not spend much time to find the language items needed to deliver the message (Brown, 1997).

## 2. Grammar

Grammar is the ability to manipulate structure and distinguish appropriate grammatical form in appropriate ones (Heaton, 1978: 5).

## 3. Vocabulary

Syakur (1978) says that vocabulary means the appropriate diction which is used in communication, in which the speaker needs sufficient vocabulary to communicate to others.

## 4. Pronunciation

Syakur (1978) states that pronunciation is the ability to produce comprehensible articulation easily. It is the way a word or language is spoken. On the other hand, Harris (1974) defines pronunciation as the intonation patterns.

## 5. Comprehension

Comprehension is the ability of understanding the speakers' intention and general meaning (Heaton, 1991). It implies that if someone can express or respond well and correctly, he/she comprehends well.

According to Brown (2001), there are several types of classroom speaking performance which are explained as follows:

### 1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, for example, learners practice an intonation contour or try to pinpoint a certain vowel 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.

### 2. Intensive

Intensive speaking goes to 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.

### 3. Responsive

A good dealt of student speech in the classroom is responsive short applies 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.

#### 4. Transactional (dialogue)

Transactional dialogue, that is carried out for the purpose 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.

#### 5. Interpersonal (dialogue)

Interpersonal dialogue is carried out more for maintaining social relationship than for the transmission of facts and information. The conversation is pretty trickier for learners because they can involve some or all of the following factors:

- A casual register
- Colloquial language
- Emotionally charge language
- Slang
- Ellipsis
- Sarcasm
- A covert “agenda”

#### 6. Extensive (monologue)

Students who are at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or probably short speeches. In this, the register is more formal and deliberative. This monologue can be planed or impromptu.

From the explanation above, speaking is a process of building and sharing meaning, in which thought and knowledge are used to express what people would deliver and communicate in different situations. In speaking, there are several aspects that must be dealt with and it could be reference to assess the speaking activity. Some types of speaking activity are also illustrated. In this research, the researcher used transactional dialogue that correlates to role-play technique in which the learners will assume characters and exchange information.

## **2.2. Teaching Speaking**

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 (Hornby, 1995). Teaching speaking means giving opportunity to learners to enable themselves understood.

Harmer (2007) says that there are three main reasons to make students speak in the classroom. Firstly, speaking activities provide rehearsal opportunities to practice real-life speaking in the classroom. It means that the teacher provides rehearsal for students to speak in the classroom. Secondly, speaking tasks, in which the students try to use the languages they know, provide feedback for both teacher and students. Finally, the students have more opportunities to activate the various elements of the language. They have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. In other words, the teacher had given the

rehearsal and speaking task to students, so that the students have opportunities to remember the various elements of language.

Teaching speaking is to teach learners to produce speech sound patterns with appropriate words and sentences according to the proper social setting, audience, situation and subject matter, and also organize their thoughts in a meaningful and logical sequence (Nunan, 2003 in Kayi, 2006).

Nunan (2003) says that there are five principles for teaching speaking, they are:

- Be aware of difference between second language and foreign language in learning context.
- Give students chance to practice with both fluency and accuracy
- Provide opportunities for students to talk by using group work or pair work.
- Plan speaking task that involve negotiation for meaning.
- Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

In brief, teaching speaking means giving the opportunity of students to study about how to combine their ideas and thoughts. Moreover, it is also about how students select the words and sentences orally which are appropriate to their social setting. Teaching speaking is the way for students to make an interaction to another person in any situation.

### **2.3. Communicative Language Teaching**

Communicative language teaching (CLT) refers to both processes and goals in classroom learning (Savignon, 2002). Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

According to Nunan (1991), there are five features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

Communicative language teaching often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities. Some of the most frequently classroom activities used in communicative language teaching are: e.g. role-play, interviews,



information gap, games, language exchanges, surveys, pair work, etc. From those activities, role-play is one of them that promotes students' oral language in different situation of dialog. It offers the students opportunities to use the language they are learning in non-threatening and enjoyable contexts. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, 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, 1984).

Teachers believe that role-play could promote students' confidence, motivation, and it is fun to play characters in this activity and speaking as someone else. Larsen-Freeman (2000) also states that role-plays are very important in the communicative approach because they give students an opportunity to practice communicating in different social contexts and in different social roles.

#### **2.4. Role Play**

Ladousse (1995) explains that when students assume a "Role", they play a part (either their own or somebody else's) in specific situation. "Play" means that the role is taken on in a safe environment in which students are as inventive and playful as possible. In role playing, the participant is representing and experiencing some character types known in everyday life (Scarcella and Oxford, in Tompskin, 1998). Students pretend that they are in various social contexts and

have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel (Harmer, 1984).

In his book, Ladousse (1995) says that role-play will build up self-confidence rather than damage it. It implies that they assumed all learners would enjoy and feel free from any tension. However, we also need to see the learners as individual that have different personalities and styles of learning which could influence their performance. It is in line with Murray and Mount in Erton (2010) who says that individual's personality can have an effect on to what extent he is able to achieve information.

They assume "roles" in the dialogue that set as if they were in the real life. Learners have opportunity to act and interact. It encourages their thinking and creativity. It also involves students' imagination to act significantly as it is illustrated in the situation or setting given.

In view of the person taking an actor, Ladousse (1995) explains that there are several types of role. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman travelling 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 includes in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will 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 a very useful type of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

Ladousse (1995) explains some reasons why we use role-play in speaking activity.

They are:

1. A very wide variety of experiences can be brought into the classroom through role play.
2. 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 relationships, but which are so often neglected by our language teaching syllabus.
3. Some people are learning English to prepare for specific roles in their lives.
4. Role play helps many shy students by providing them with a mask.
5. And the most important reason for using role play is, it is fun.

### **2.5. Teaching Speaking through Role Play**

According to Huang (2006), there are six major steps in the teaching procedure for role play activities:

### 1. Decide on the Teaching Materials

The teacher must decide which teaching materials will be used for role play activities. The teaching materials can be taken from text books or non-textbook teaching materials such as picture books, story books, readers, play-scripts, comic strips, movies, cartoons and pictures. The material is selected ahead of time by the teacher. The teacher can also create his or her own authentic teaching materials for role play activities. The teaching materials should be decided based on students' level and interests, teaching objectives and appropriateness for teaching.

### 2. Select Situations and Create Dialogs

Then a situation or situations to be role played should be selected. For every role-play situation, dialogs should be provided (by the teaching materials or by the teacher) or created by the students themselves.

### 3. Teach the Dialogs for Role Plays

The teacher needs to teach the vocabulary, sentences, and dialogs necessary for the role play situations. The teacher needs to make sure the students know how to use the vocabulary, sentences and dialogs prior to doing the role play activities, otherwise, the teacher should allow students to ask how to say the words they want to say.

### 4. Have Students Practice the Role Plays

Students can practice in pairs or in small groups. After they have played their own roles a few times, have them exchange roles. That way, students can play different

roles and practice all of the lines in the role play. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.

#### 5. Have Students Modify the Situations and Dialogs

Once students have finished and become familiar with an original role play situation, they can modify the situations and/or dialogs to create a variation of the original role play.

#### 6. Evaluate and Check Students' Comprehension

Finally, the teacher shall evaluate the effectiveness of the role-play activities and check if students have successfully comprehended the meanings of the vocabulary, sentences and dialogs. There are several ways to evaluate the students. Students can be given oral and listening tests that are related to the role-play task. Example oral tests can include the following.

- Students are asked to answer some simple questions that are related to the role-play task.
- Students are asked to re-enact the role plays.
- Students are asked to translate the role plays into their native language.
- For listening tests, beginning students can do simpler tasks such as: "listen and circle", "listen and number", "listen and match" types of questions.
- For more advanced students, they can be asked to write the words, lines, and/or dialogs in the role plays.
- They can also be asked to create and write variations of the role plays.

- Teachers can also evaluate students' understanding and comprehension while observing students' interactions, practices, and performances of their role plays.

## **2.6. Personality Types: Extrovert vs. Introvert**

The extroversion/introversion stems from trait theories of personality developed in psychology. Introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends and usually avoid excitement (Eysenck & Chan, 1982 in Zafar and Meenakshi, 2012). Introverts get their energy from within rather than from the outside world. Introverts value quiet time alone for thinking while an extrovert wants time with others for action. Introverts believe that they cannot live life until they have understood it. They are seen as reserved, quiet, shy, aloof, and distant. When introverts are tired, stressed, or feel bad, they are likely to withdraw to a quiet place and engage in reflective activity that only involves themselves. Introverts look to the inner world for energy and meaning.

Jung (1923) states that extraversion refers to an attitude of interest outer world of people and things. Extroverts are people who appear relaxed, confident, and have trouble understanding life until they have lived it. When they feel bad, low in energy, or stressed, they are likely to look outside themselves for relief. They get energized from the outside world, and they look for meaning outside of themselves.

Eysenck (1975) points out the characteristics of extrovert and introvert on the table as follows:

**Table 2.1. Characteristics of Extrovert and Introvert Personality**

Extrovert	Introvert
Sociable	Calm
Outgoing	Even-tempered
Talkative	Reliable
Responsive	Controlled
Easygoing	Peaceful
Lively	Thoughtful
Carefree	Careful
Leadership	Passive

*Source: Adapted from the Inequality of Man by H.J. Eysenck 1975*

Personality preferences do not determine the behaviour but rather describe habitual ways of interacting with the environment, of gathering information, and of making decisions (Thompson, 1995 in Ali 2008). Chamorro-Premuzic & Furnham says that personality is significantly related to the academic performance (Erton, 2010).

A widely-held belief in the language pedagogy community is that extroverts are more likely to perform better in foreign & second language and communication

situations (Eysenck and Eysenck, 1985 in Gan , 2011). This belief is largely based on the assumption that as result of extrovert preferences for social activities, they are more willing to speak out and demonstrate a greater motivation to communicate, which may enable them to achieve a higher level of speaking fluency (Swain, 1993 in Gan, 2011).

### **2.7. Theoretical Assumption**

The researcher assumed that the extrovert students' speaking achievement is significantly greater than the introvert students' speaking achievement. The reason for the assumption was because the extrovert students are sociable, responsive, lively, talkative, easy going, carefree, outgoing, and leadership. Those characteristics would ease the extrovert students to perform the speaking task better through role-play activity. The researcher assumed that extrovert students would tend to act and assume the characters confidently (perhaps become somebody else's) and it would lead them to speak fluently. Meanwhile, the introvert students have several characteristics, such as thoughtful, passive, controlled, calm, careful, reliable, peaceful, and even-tempered. Because of those characteristics, they would tend to be passive and shy to perform in the role play activity. What the introvert students feel would influence their performance and achievement. Based on the theoretical assumption above, the researcher put on an assumption that the extrovert students' speaking achievement is significantly greater than the introvert students' speaking achievement.



## 2.8. Hypothesis

Based on the literature review and theoretical assumption above, the researcher formulates the hypothesis as follows:

Ho : The introvert students' and extrovert students' speaking achievement in performing role play are not significantly different.

H<sub>1</sub> : The extrovert students' speaking achievement is significantly greater than the introvert students' speaking achievement.