

II. LITERATURE REVIEW

2.1 Concept of Speaking

Byrne (1984) mentions that speaking or oral communication is a two-way process between speaker and listeners and involves the productive skills and the receptive skill of understanding. Therefore, in the process of speaking there must be at least two people: one is a speaker who gives information and the other is listener who receives information.

Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the same time to get the ideas or the message across. In this case, there is a process of giving message or encoding process. Tarigan (1982:5) who says that speaking is the instrument of language and the primary aim of speaking is for communication.

Speaking is the process to express thoughts a loud using the voice or talk. Harris (1974), in his book "Testing English as a Second Language" defines speaking is a complex skill requiring the simultaneous use of number of different abilities which often develop at different rates. Either four or five components are generally recognized in analyses of speech process: pronunciation, grammar, vocabulary, fluency, and comprehension. He further says that the definition of

speaking as second language: Student's skill in speaking a second language is our fundamental concern with his ability to communicate informally on everyday subject with sufficient ease and fluency to hold the attention of his listener.

2.2 Types of Speaking

There are six types of speaking to give understanding related concepts. According to Brown (2001) that much of our language teaching is devoted to instruction in mastering English conversation. He also classifies six types of speaking classroom activities as follow:

2.2.1 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 vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

2.2.2 Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even from part of some pair work activity, where learners are "going over" certain forms of language.

2.2.3 Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow - up questions or retorts:

questions or retorts:

A. Mary: Excuse me, do you have the time?

Doug: Yeah. Ninefifteen.

B. T: What is the most urgent environmental problem today?

S: I would say massive deforestation.

C. Jeff: Hey, Stef, how's it going?

Stef: Not bad, and yourself?

Jeff: I'm good.

Stef: Cool. Okay, gotta go.

2.2.4 Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is extend form of responsive language.

Conversation, for example, may have more of a negotiate nature to them than does responsive speech.

2.2.5 Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for transmission of the facts and information. Interpersonal communication includes [message](#) sending and message reception between two or more individuals. It can involve one on one [conversations](#) or [individuals](#) interacting with many people within a [society](#). It helps us understand how and why people behave and communicate in different ways to construct and negotiate a [social reality](#).

Example:

Rudi : Hi, what is your name?

Andi : My name is Andi and you?

Rudi : My name is Rudi, where do you live?

Andi : I live in Sukaraja, and you?

Rudi : I live in Sukajaya.

Andi : Nice to meet you

Rudi : Nice to meet you too

Andi : Thank you

2.2.6 Extensive (monologue)

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

From all the types of speaking above, finally the writer chose interpersonal in treatment, pretest and posttest. Role Play used to ask the students to take conversation related to the topic.

2.3 Concept of Teaching Speaking

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. The goal of teaching speaking skills is to communicate efficiency (Brieger: 1990). It meant that by mastering speaking we can express the ideas and transfer our feeling even emotion to the other people.

Harmer (1990) says that the aim of teaching speaking is to train students for communication. Spoken language is permitted people to communicate with the others. It was clear that spoken language is very important for communication in social life and also the main goal for EFL and ESL learners. Richards & Rodgers (1986) says that speaking was made the primary aim of language teaching when the Direct Method came. In the era of this method oral communication became the basis of grading the language teaching programs.

However, in teaching speaking teacher can not only teach what will be spoken but also based the situation what we deal with. The teacher should teach speaking by carrying out the students in certain situation when the topic is being talked about. The topic must be familiar to the students, so that students will be easy in receiving the material and teacher will be easy in giving instruction if the topic and situation in teaching learning speaking are common for the students.

From the definition above, the writer assumed that in teaching speaking, teacher should choose good topics and technique of conversation in order to deliver the material and obtain the goal of learning. In learning speaking the students should not be ashamed and afraid of making mistakes in communicating as long as it did not hinder communication. Based on this assumption, the writer proposed the teaching speaking by using Role Play as the technique of learning.

2.4 Concept of Role Play

Marianne Celce-Murcia, Hilles (1988) state 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. Considering the explanation above, the writer concluded that the students faced the real life communication situation in the second language, they had real need for the communication practices that were receiving in the class.

Buder (1976) says that Role Play is exercises where the students are assigned fictitious roles from which they have to improve some kinds of behavior toward the other roles in the exercises. From the statements above, could be concluded that Role Play has two components, fictitious roles and improvisation that were the students played role of the characteristics of person.

In addition Role Play is interesting, memorable, engaging, and makes students retain the material they have learned. Stocker (2005) assumed that students drop

their shyness and other personality and cultural inhibitions, making them one of the best tools available for teaching a second language.

From some definitions above, the writer concludes that Role Play is an activity where the teacher gives roles to the students and asks them to act the roles orally based on the particular ideas, situations, and attitudes.

2.5 Procedure of Teaching Speaking through Role Play

As has been mentioned above, the writer had used Role Play in teaching speaking. A strategy that needs to attract the students in speaking is Role Play. The students pretend in various social contexts and have a variety of social roles. Edge (1993) says that role-play can always be used as a simple practice activity in information exchange if that is the limited investment that students want to make in it. In teaching through Role Play the students asked to feel and think based on the situation and pretend to be what they are. Based on Klippel (1984) the procedure of playing Role Play in the class is divide into three terms: Pre activity, while activity and post activity. Here is the example of procedures of teaching speaking through Role Play:

1. Pre activities

1. The teacher greets the students.

For example: *Good afternoon, how are you everybody?*

2. The teacher checks the attendance list.

Example: *The teacher : ok, I will check the attendance list, pay*

attentions please ...

Andi...

The student : present sir,,

3. The teacher brainstorms to the students related to the topic.

For example: *The teacher : have you ever invited someone?*

The students : yes mam

The teacher : what are kinds of invitation?

The students : birthday, marriage, celebrations mam,

4. The teacher commands to the students to talk about their experience.

For example: *the teacher asks the students about her or his experiences*

5. The teacher recites or shows the example of invitation.

2. While activities

1. The teacher defines the definition of invitation.
2. The teacher introduces expressions of making, accepting and refusing an invitation.

For example: *all right students, now we are going to talk about how to invite, refuse and accepting an invitation, ...*

3. The teacher shows to the students how to invite (as a model).

For example: *ok, the students I stand here and will pretend as your friend and I will invite you in my birthday party,,*

Hi,, guys.... On July 27th 2012 i will get my birthday party, and I am here inviting you to come,

4. The teacher asks to the students to divide the class into 4 groups.

5. The teacher asks the head of the students to come in front to take 1 coil of paper which is written the situation and the topic for the materials
6. The teacher asks to the students in group to make an invitation based on the topic.
7. The teacher asks each group to do the oral performance about their invitation that they have made in front of the class based on the situation.
8. The teacher asks the students to give comment about their performances.
9. The teacher gives comment to each performance of the group.
10. The teacher decides the best group that shows good performance.

3. Post activities

1. The teacher gives comment and explains necessary things, such as wrong pronunciation, grammatical, etc.
2. The teacher provides a chance to ask question and answer.
Example: ok everybody is there any question that you are not understanding about the material have learned?
3. The teacher concludes the materials,
Example: ok class, today we have learned about.....
4. The teacher closes by saying greeting.
Example: ok class, we have finished our meeting today. Thank you for your attention and good day.

2.6 Advantages and Disadvantages of Role Play

Role Play has both advantages and disadvantages that the teacher should pay attention to achieve more effectively during the teaching learning process.

1. The advantages of Role Play are as follows:
 1. The students get communicative competence since the students do not only have to master the knowledge of form and meaning but also the students must be able to apply their knowledge in negotiation through the interaction between the speaker and the listener so that the meaning becomes clear.
 2. It builds up the students' creativity in their learning process. The students do not only sit as passive learners because they can actively be involved in the learning process and create the students to speak more in doing the activities and motivate them to speak.
- II. The Disadvantages of Role Play.
 1. The teacher cannot monitor every student in the class since the classroom is noisy.
 2. Some students especially for passive students may feel threatened during the Role Play.

2.7 Theoretical Assumption

It could be assumed that speaking is a crucial part of second language learning and teaching. Teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of

dialogues. In teaching speaking, there are many techniques that can help the teacher to reach the aim of teaching learning process. The use of interesting aid is necessary for teaching speaking. Role Play was used in teaching speaking because it made students enthusiastic and active in the teaching learning process. Role Play could attract the students and also get their understanding about language. Therefore, Role Play can be an effective and interesting technique in teaching speaking.

Role Play was chosen as the technique in teaching speaking. Speaking is any process in which people share information, ideas, and feeling. Those involve all of body language mannerism and style that add meaning to give a message. The objective of teaching speaking was to make students use it for communication. The students have to understand the meaning, mastery the grammar, vocabulary and also how to pronounce and how to use it in communication in daily activities. Furthermore, the writer believed that teaching speaking using Role Play created good atmosphere in the classroom, so that the students not got bored in teaching learning process and this condition was expected to help students increase their speaking ability.

2.10 Hypothesis

Based on the review of related literatures above, the writer formulated the hypothesis “There was a significant increase of students’ speaking ability after being taught through Role Play”.